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MICHIGAN EDUCATIONAL JOURNAL

MODERATOR-TOPICS

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Vol. 3 APRIL, 1926 No. 8

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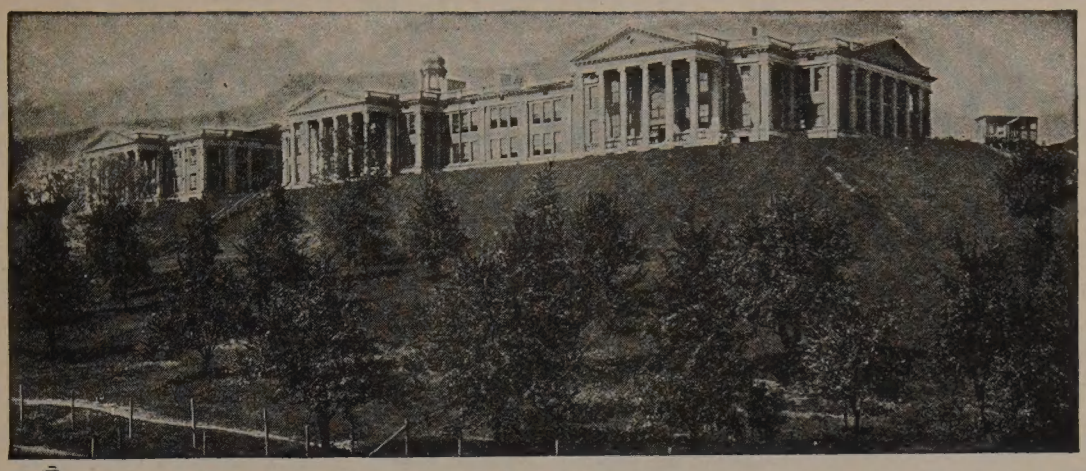

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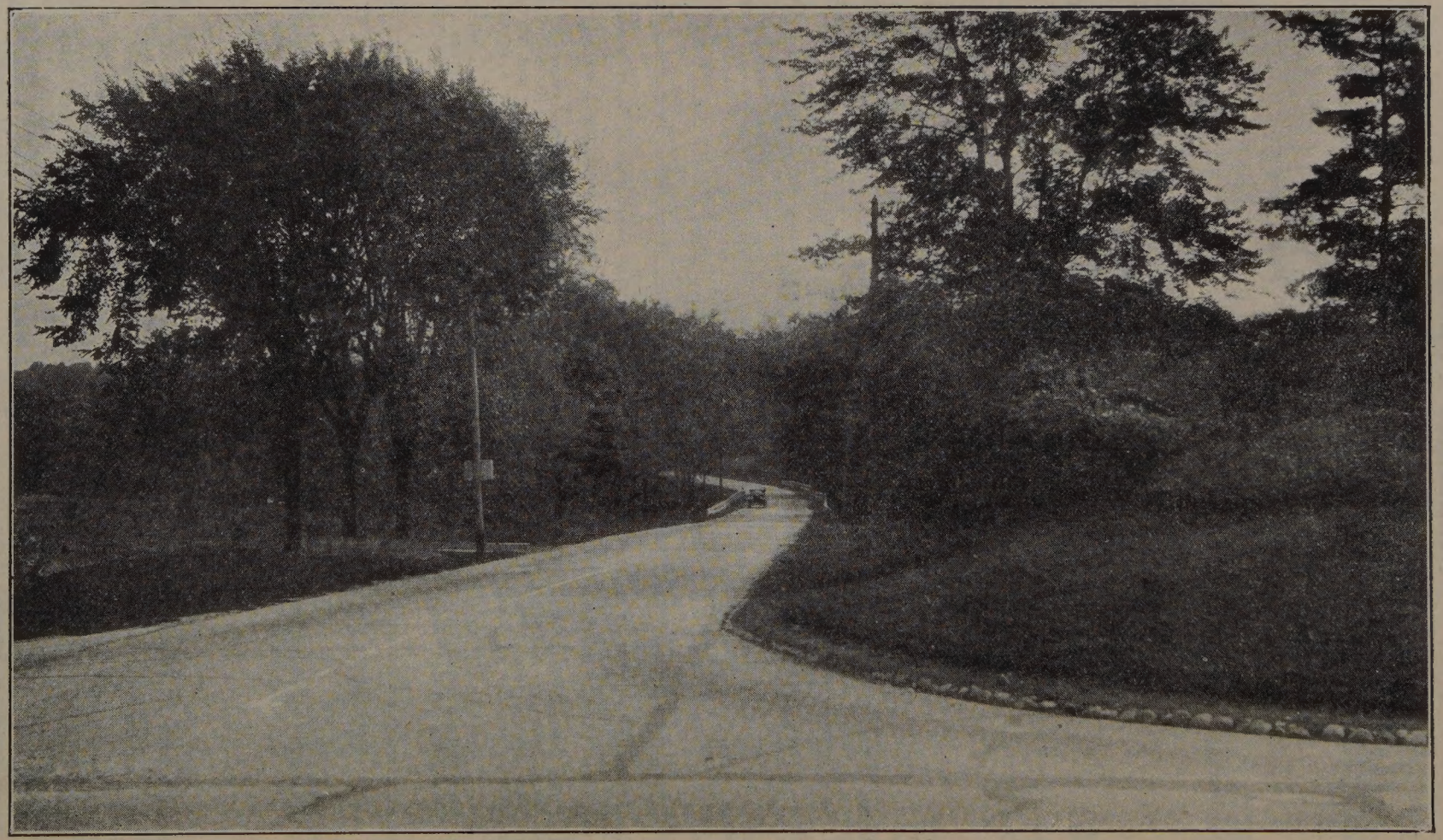

Photo by The Camera Shop, Grand Rapids.

Entrance to Hodenpyle Woods Near Grand Rapids, Michigan.

EDITORIALS

EDWIN L. MILLER, Editor

INTERNATIONAL EXCHANGE OF STUDENTS

The following anecdote is told of Charles Lamb. He was severely berating a person to one of his friends who inquired of Lamb, "Do you know him?" to which Lamb instantly replied with candor and genial human insight, "No, if I did I could not hate him."

Acquaintanceship is the strongest foundation of friendship. Every individual and every group of individuals has many admirable characteristics associated usually with some not so desirable. Rarely can we wholly dislike a person whom we know, for acquaintanceship is sure to uncover some likable traits of character even in those in whom we least suspected them on our first meeting. Like pockets of gold these amiable traits do not show on the surface.

At the beginning of the late war I noticed that my friends who were the slowest to take sides against Germany were those who had studied in German universities. From actual contact they had come to know the many lovable qualities of the German people. Cecil Rhodes divined the truth that acquaintanceship makes friends and capitalized it in his Rhodes' scholarship plan. Never before in human history has friendship been so needed and every energy should be brought into play which will cultivate acquaintanceship and good will between diverse groups within nations and among nations themselves. Far-sighted men are discerning this and are endeavoring to establish instrumentalities by which international friendship can be furthered. The International Federation of National Education Associations formed last year at Edinburgh is such an instrumentality.

The Institute of International Education, as its name implies, has for its purpose the dissemination of educational information among the nations of the world. There has just come to my desk from this organization an announcement of scholarships in the educational institutions of two European nations and of special summer schools in three other European nations, in which American students should be interested. Czecho-Slovakia and Hungary are each offering for 1926-7 five scholarships of $500 each in their national educational institutions, available to Americans. It is to be hoped that these scholarships will be eagerly sought by American students.

From the Institute also comes the announcements of summer schools for American students at Trinity College, Dublin, and at Oxford, England, and of special courses for American summer students at the University of Berlin. It is well known that several other English colleges and universities have since the war instituted attractive courses for Americans.

It may surprise some to know that in 1925 somewhere near 45,000 students were studying in other countries than their own. The United States Bureau of Education in 1922 reported 8,357 foreign students studying in American schools. In 1925 there were 6,477 foreign students studying in France and 6,334 studying in Germany. More than 4,000 were studying in the United Kingdom. These are encouraging figures. It is reasonable to believe that most of the students who study in foreign lands will go back to their native countries not only with the academic knowledge gained in the university courses but with a knowledge of and a sympathetic attitude toward the people with whom they have sojourned.—*C.McK.*

An educator is one who says "This data is" instead of "These data are."

OUR RETIREMENT FUND

The Teachers' Retirement Fund should be a matter of grave concern at this time, not only to every teacher in Michigan but to every citizen who is interested in education.

Our state law, as it stands, is financially unsound. In many of the states of the union there are laws which are vastly superior to ours.

We suggest that, from now on until the

law is properly amended, every teacher in Michigan make it his or her business, day in and day out, to be informed on this subject and to inform other people about it.

Let it be discussed in parent-teacher associations, in women's clubs, in local newspapers, and especially in private conversations with the people who are likely to be chosen as legislators.

We suggest also that there be formed in every town and county a teachers' club unless there already is one and that it be the business of this club to see this one particular job through.

If we do not succeed it will be our own fault.—*E.L.M.*

The 1926 Washington meeting was much finer than the 1925 Cincinnati one, having 386 speeches against 276 or something like that. The Potomac water also contains more sediment than the Ohio.

EDUCATION WORTH WHILE

In one of our large schools a few days ago, I met a night school teacher of good vocational standing. I've forgotten whether his Smith-Hughes rating was "A," "B," or "C." The important, perhaps unusual, thing about him was that his students considered his work worth while and showed it by their actions.

"What do you think?" said he, "A year ago on my first night I had one student. Before the winter was over I had two classes and I never lost a man. This year every member of those two classes has returned and is asking for more. By the way I'm taking one of Mr. Diamond's courses on 'Methods'."

The city in which this school is located stands for education which is worth while. Perhaps that's why the night classes grew from 350 to 600. Perhaps Mr. Diamond had something to do with it. Of one thing I am sure: The students who attended classes thought they were getting something worth while. They ought to know.—*K.G.S.*

From London comes the story of Sir James M. Barrie's first meeting with Robert Louis Stevenson. They were young men then, and strangers. Stevenson bumped Barrie on a street in Edinburgh. Barrie glowered. "After all," Stevenson said, "God made me." "He is getting careless," said Barrie. Stevenson shifted his cane from one hand to the other. "Do I know you?" he asked. "No, but I wish you did," said Barrie. "Let's pretend that I do," suggested Stevenson—and arm in arm they started for a tavern.

TRUTH

"Truth," says Geoffrey Chaucer, "is the highest thing that man may keep." It is to be noted, however, that the word "keep" is not synonomous with the word "utter." There are times when it is highly injudicious to say things which are unquestionably true. If you cannot say something good about a person, it is usually best to say nothing at all. Before proclaiming things, it is a good plan to ask yourself the question: "If I say this, will it do more harm than good?" This is indeed the essence of all morality. In other words, there are times when the assertion of a fact is positively immoral.

To teachers these considerations are especially important. There are many occasions on which silence is golden. There are many other occasions on which a statement of undoubted facts will simply destroy the confidence of pupils and of the community in a teacher's discretion, and consequently will render it difficult, if not impossible, for that teacher to continue to be useful.—*E.L.M.*

There is no failure except in no longer trying. There is no defeat except from within, no really insurmountable barrier save our own inherent weakness of purpose.—*Elbert Hubbard.*

A FINAL EXAMINATION

One of the large private trade schools of the state teaches automobile repair, particularly road service. The final examination is conducted as follows: The instructor tows a second-hand car out into the country two miles from the school and leaves it by the roadside. The car is in such a condition that skilful first-aid treatment is necessary to make it run.

On his return he informs the candidate of the location of the car and gives him a certain time in which to reach it, make the necessary repairs, and report at the school. If he comes in *driving the car,* the examination is passed 100 per cent. If he comes in on foot or in another car, he fails. Would that all examinations in our schools might be as direct, conclusive, and illustrative of life conditions as this!

This school does not give degrees. It merely turns out men who can deliver the goods.—*K.G.S.*

MICHIGAN'S NEED FOR RURAL SCHOOL SUPERVISION

By GEORGE N. OTWELL
Superintendent, Division of Rural Education, Department of Public Instruction

(Address before Michigan Rural Education Society, Ypsilanti, January 15, 1926)

I shall try to place before you in some detail the situation regarding supervision of rural schools as it exists in Michigan today.

I. LEGISLATIVE PROVISION FOR SUPERVISION

The law provides that there shall be elected at the election held on the first Monday of April in 1903 and every fourth year thereafter in each county one commissioner of schools, whose term of office shall be for four years. The powers and duties of the school commissioner are fixed by statute. He has a long list of clerical duties which are sufficient in most counties to occupy at least one-fourth of his time. He has a list of administrative duties that require approximately one-fourth of his time. His powers and duties with respect to supervision are stated by law as follows: "It shall be the duty of the county commissioner to visit each of the schools of the county at least once in each year and to examine carefully the discipline, the mode of instruction, the textbooks used, the apparatus belonging to the school, the library, the progress and the proficiency of the pupils, the skill and efficiency of the teacher, the condition of the school property, and whether the attendance at school is in compliance with the law, and to make a careful record of these items and report the same to the director of each district; to counsel with the teachers and school boards as to the course of study to be adopted and pursued, and as to any improvement in the discipline, instruction and management of the school; to promote by such means as he or she may devise, the improvement of the schools in the county, and the elevation of the character and qualifications of the teachers and officers thereof."

A careful examination of the legislative powers and duties of the school commissioner show that he is a combination clerk, inspector, and evangelist rather than a superintendent of schools. Compare his legal status with reference to definite authority in supervising the schools with that of a superintendent of schools in a graded school system. In a graded school system the law provides that in all villages or cities organized as graded school districts in which six or more teachers are employed, the board shall employ a superintendent of schools who shall have among other duties the following: To recommend in writing all teachers for the school and to suspend any teacher for cause until the board of education may consider such suspension; to classify and control the promotion of pupils; and to supervise and direct the work of the teachers.

In the case of the commissioner of schools it is his duty to examine the methods of instruction and discipline and report the same to the director. With the superintendent of schools the law states definitely that he shall supervise and direct the work of the teacher. County commissioners are oft times consulted by school boards before teachers are hired. In the case of superintendent of schools, the superintendent actually nominates all teachers.

In Michigan village and city schools a school system employing as few as six teachers must employ a superintendent of schools who devotes a part of his time to actual supervision of instruction. In village and city schools not only is the superintendent devoting a large part, if not all of his time, to the actual supervision of the school, but there are employed supervisors for primary work, for elementary work, for music, for drawing, and for various types of vocational work, each supervisor having special training for the particular type of work she is to do.

II MAGNITUDE OF WORK TO BE DONE

There are 83 counties in Michigan. In each county there is one commissioner of schools.

1. Number school districts in state	7,018
Largest number of school districts in any one county	205
Smallest number of school districts in any one county	4
Average number per county	85

There is no definite line separating rural schools from other schools; nor is there statutory provision which restricts the powers and duties of the school commissioner to certain school districts. But as the statute gives specific supervisory powers to superintendents of graded and city school systems, the schools to which commissioners devote the greater part of their time are those not employing superintendents.

2. Number of schoolrooms and teachers in state directly under supervision of commissioners 13,789
   The greatest number in any one county. 430
   Smallest number in any one county..... 23
   Average number per county..... 166
3. Preparation of teachers:
   (a) Experience—
      Part in state, excluding cities, having no previous experience..... 15%
      Part in state, excluding cities, having at least five but less than ten years of experience 13%
   (b) Training—
      Part in one and two-room schools teaching on county certificates... 76%
      Part in one and two-room schools teaching on normal certificates... 24%
      Part in all schools other than city districts teaching on county certificates 58%
      Part in all schools other than city districts teaching on normal certificates 42%

III. COMPENSATION OF COMMISSIONERS

The law provides that the compensation of school commissioners shall be determined by the county boards of supervisors, but the minimum salary in each case is fixed according to the number of schoolrooms in that county. In by far the largest number of the counties of the state the boards of supervisors fix the salary at the very minimum allowed by the statute. The salaries paid commissioners have a very direct bearing on the problem of rural school supervision. The lowest salary paid any county school commissioner in Michigan is $500. The highest salary paid is $5,500.

The salaries paid commissioners are with the exception of very few counties exactly the same as paid commissioners when teachers were receiving $30 to $40 per month and superintendents of schools in cities employing from 50 to 75 teachers were receiving $2,000 to $2,500. Rural school teachers are now receiving from $75 to $150 per month and superintendents of schools employing from 50 to 75 teachers are receiving from $4,000 to $6,000. All of the commissioners receiving under $1,000 per year have other and regular employment which occupies the greater part of their time. Seven are teachers, one a judge of probate, one field worker for a state hospital, and many other commissioners have side lines, such as real estate, insurance, and so forth. While it is most urgent that each county have a commissioner of schools devoting his entire time to the schools, it is better to have a person with ability devoting a part of his time to the schools rather than have a person without particular ability devoting all of his time to the schools. Many commissioners continue in their work in spite of inadequate salaries. They feel the need of the rural schools. They have a vision of what can be accomplished in rural education. In some counties the boards of supervisors have appreciated the outstanding work done by the commissioners and have established more nearly adequate salary schedules. However, the salary of the commissioner in every county should be equal to that paid superintendents by our best and most progressive school districts of the county.

IV WHAT IS BEING DONE IN SUPERVISION?

In two counties, Oakland and Wayne, very adequate provision has been made for rural school supervision. Oakland County employs four rural school experts who devote their entire time to the supervision of instruction in the rural schools. Wayne County employs three rural school experts who likewise devote their entire time to the supervision of instruction in the rural schools. Several counties in the northern peninsula now employ superintendents who devote their entire time to the supervision

4 counties pay..... $500	4 counties pay.....$1,350	3 counties pay.....$2,200
2 counties pay..... 600	1 county pays..... 1,400	4 counties pay..... 2,400
1 county pays..... 700	14 counties pay..... 1,500	3 counties pay..... 2,500
1 county pays..... 750	4 counties pay..... 1,600	1 county pays..... 2,800
1 county pays..... 800	3 counties pay..... 1,700	2 counties pay..... 3,000
3 counties pay..... 1,000	6 counties pay..... 1,800	2 counties pay..... 3,750
1 county pays..... 1,100	1 county pays..... 1,850	1 county pays..... 5,000
4 counties pay..... 1,200	1 county pays..... 1,900	1 county pays..... 5,500
1 county pays..... 1,250	13 counties pay..... 2,000	

of rural schools of their respective townships. The following chart indicates what is being done in the counties in which the most attention is paid to supervision of rural schools.

County	No. Dists.	No. employing Supt.	No. Cities	Largest No. of schools to Supt.	Salary	Qualifications	Salary of Comm'r
Iron.....	7	6	3	13	Lowest $2,500 Highest 4,500 Average 3,700	Life Cert. Degree	$2,400
Gogebic.....	7	6	1	12	Lowest $2,000 Highest 5,000 Average 3,080	2 Life 4 Degree	$3,700
Dickinson.....	7	4	villages 2	10	Lowest $1,600 Highest 4,000 Average 2,550	Life College	$3,700
Marquette.....	19	6	2	5	Lowest $2,200 Highest 3,500 Average 2,800	Life Degree	$2,800
Baraga.....	5	2	2	16	Lowest $3,000 Highest 3,000 Average	Life	$750

Distinctive work is being done in rural supervision in Washtenaw County by the Rural Department of the State Normal College. In other counties brave attempts are being made by the commissioners to supervise their schools. However, when we understand the amount of clerical and administrative work that the county commissioner of schools must do, the magnitude of the work to be done in supervision, the number of schools, the amount of territory to be covered, his limited legal authority, and the number of school boards with and through whom he must work, we can readily see that there is most inadequate supervision of rural schools in Michigan today.

City school systems employ persons having special training to supervise their instruction. Rural school instruction should be as well supervised as city school instruction. It is impossible under the present law to secure proper supervision for rural schools. The value of the work done in Wayne and Ookland Counties will be of very great assistance in extending rural supervision to other counties. The greatest value will be in affording concrete proof to the Legislature of the value of supervision and thereby assisting in the passage of a law that will secure adequate supervision in all the counties of the state. Last year a bill reorganizing the office of the county commissioner of schools was introduced in the Legislature, passed the House by a large majority, but was lost in the Senate. This bill was strongly endorsed by this Society and by the State Teachers' Association. The main features of the bill were to create a county board of education whose duty it should be to appoint a county superintendent of schools and fix the salary, to place the office of county superintendent of schools on the same plane as the office of city superintendent in our most progressive school systems, and to provide for the appointment of rural school supervisors. A similar bill will be introduced in the Legislature next year. Not only should this So-

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THE DEPARTMENT OF SUPERINTENDENCE AT WASHINGTON

A DIARY

Friday, February 19. Left Detroit 8 A.M. on M.C.R.R. Arrived Cleveland on N.Y.C. 12:38 P.M. Left Cleveland 1:35 on P.&L.E. Arrived Pittsburgh 5:10.

Saturday, February 20. Left Pittsburgh 8:20 A.M. on B.&O. Morning paper tells of scheme to make Pittsburgh bigger than Detroit by annexing rest of Allegheny County. Road follows crooked river which is pronounced Yŏk′ō-gā′nĭ and spelled Y-o-u-g-h-i-o-g-h-e-n-y. Lunched for $1.25 on soup, fish, creamed chicken, corn, spuds, salad, and pie. Yea, B.&O.! Arrived Washington 4:40.

Sunday, February 21. Sunday. Heard Bishop make brilliantly original speech. He said: "You educators should teach the children to be good." The commission on curriculum has decided that it must be completely revised so that pupils will know less and do more. There is a plan to build an education temple in Washington and to have a minister of education in the cabinet.

Monday, February 22. Called on Senator Couzens and Representatives Sosnowski and MacLeod. Went to high school meeting. A congressman from Maine said World Court is harmless, so we should join it. A committee reported that high school blanks are not uniform. Another committee had discovered that high school frats are undesirable, that there are 18 laws against them, and that none are obeyed. In the evening heard the President talk on George Washington. Joe McNally slept through whole speech.

Tuesday, February 23. Heard W. J. Bogan say that the high school is not a part of the school system. Went to Michigan dinner. Senators Couzens and Ferris present. Ditto most of Michigan representatives. Nearly all made speeches. Lawmakers want us to teach more government, clergy more religion, hotel men more cooking, business men more arithmetic. George Murdoch got half a column in Evening Star with a speech on the Southwestern High School as a student community. Bill Stocking talked about grade principals. Charles McKenny said that the training of our teachers is so inadequate that it must continue after they enter service.

Wednesday, February 24. This place is full of great educational thoughts. I cull a few of these blossoms:

"The purpose of the new movement is to teach life."—*Margaret M. Alltucker, Washington.*

"The junior high school should have leeway to express itself without hindrance. If they have that privilege, perhaps they will start a conflagration that will revive the senior high schools."—*A. L. Threlkeld, Denver, Colorado.*

"Incalculable harm may be done by giving children paralyzing inferiority complexes."—*A. R. Miller, St. Louis, Mo.*

"Modern youth is as good as it ever was."—*Payson Smith, Boston, Mass.*

"Teachers should receive greater compensation than school executives."—*Mary McSkimmon, Brookline, Mass.*

"I do not know anything of greater importance in education than the reorganization of the curriculum."—*John J. Tigert, U. S. Commissioner of Ed.*

"The majority of educators and ministers are willing that the Bible shall be read in school, but as great a majority are unwilling that religion shall be taught in the schools."—*Charles S. Meek, Toledo, Ohio.*

"Minneapolis has established a janitor-engineers' school, where each janitor spends two hours a week in learning his duties."—*W. B. Webster, Minneapolis, Minn.*

"We wish that we could greatly increase the number of teachers who realize that it is more important to teach boys and girls than it is to teach subjects, teachers who recognize that a right attitude of mind in a graduate is infinitely more important than the successful passing of examinations. There is no substitute in methods, organization, money, or equipment for this kind of a teacher. Without her our labor is vain."—*E. C. Hartwell, Buffalo, N. Y.*

"There is a need for a more vital interest which shall submerge the mechanical in education, so long prominent."—*David B. Corson, Newark, N. J.*

"Beyond question, the most important duty of the elementary school principal is the leadership of his teachers."—*Frank W. Wright, Massachusetts.*

"All high schools, whether rural or urban, should recognize the vital importance of serving the community welfare."—*W. L. Spencer, Alabama.*

"The imperative need for the organization of school forces springs from the necessity for effecting certain definite improvements in the present condition that can be realized only through organization."—*Jessie M. Fink, Grand Rapids, Mich.*

"It is stated on good authority that many of our school buildings have lighting far below the standard prevailing in industrial and commercial establishments."—*John A. Hoeveler, Pittsburgh, Pa.*

"What we need is a revival of old-fashioned

religion."—*Dr. C. E. Macartney, Philadelphia, Pa.*

"The causes for failure are poor health conditions, poor administrative conditions, bad environment, low mentality of pupils, race and nationality difficulties, and too high standards of achievement."—*Don. C. Rogers, Chicago.*

"Training in citizenship is the outstanding need of the day."—*H. C. Hill, Pres. Nat. Council for Social Studies.*

Frank Cody was elected Grand President of all the Pedagogical Rotarians in the World.

Thursday, February 25. Heard Herbert Hoover and Charles L. Spain make speeches. Hoover said: "It is the duty of a school to implant in the bosom of each pupil the sacred fire of ambition. In this you are succeeding one hundred per cent; at least I think that I am justified in drawing this inference from the number of American citizens who apply at the Interior Department for better jobs than they are now holding. * * * No other set of people in the country contrives so successfully as you teachers to keep off the front page. I congratulate the 800,000 teachers of the United States upon their success in remaining utterly inconspicuous. * * * While I do not in any way minimize the importance of exact learning, I believe that we should not stop there."

Dr. Spain delivered a masterly address on "The Platoon School." It completely demolished Mr. H. B. Wilson, Superintendent of Schools, Berkeley, California, and was greeted by a huge audience with prolonged and vociferous applause.

During the week I have listened to 186 speeches, delivered by 171 speakers from 30 states. New York led in this flood of oratory with 40 speeches, Illinois being second with 15. Pennsylvania and Michigan were tied for third place with 13 each. Then came Minnesota with 11, Ohio with 9, and California with 8. The rest are not worth mentioning. The Michigan speakers and their subjects were as follows: E. E. Lewis, Superintendent of Schools, Flint, "Arguments and Principles Favoring the Single Salary Schedule"; Calvin O. Davis, Ann Arbor, "Provision for Individual Differences Among Pupils in the Junior High School"; Charles L. Spain, Deputy Superintendent of Schools, Detroit, "The Platoon School—Its Advantages"; Charles McKenny, Ypsilanti, "Extension Activities in Normal Schools and Teachers' Colleges"; Jessie M. Fink, Principal of Palmer School, Grand Rapids, "The Imperative Need for Organizing School Forces"; Thomas Diamond, Ann Arbor, "Relating Foreman Training Programs to the Program of Vocational Education in a City System"; Warren Bow, Dean of Detroit Teachers' College, "Plans for Providing Laboratory Experience in City Teacher-Training Schools in Detroit"; S. A. Courtis, Detroit and Ann Arbor, "The Functions of Certain Social Factors upon Success in School" and "The Development of Ability in Research"; Wm. R. Stocking, Detroit, "The Detroit House Plan"; C. V. Courter, Flint, "Internal Financial Accounting"; George W. Murdoch, Detroit, "Some By-Products in High School Education"; and Clifford Woody, Ann Arbor, "The Evaluation of Two Methods of the Teaching of Spelling." Of individual speakers, Charles H. Judd, as usual, made more speeches than anybody else, being on the program five times. Miss Mary McSkimmon and Frank W. Ballou were tied for second place with four each, while Herbert Hoover made two and Calvin Coolidge only one.

The Miller family held first place in the amount of oratory by contributing six orators and seven speeches, while there were only four Smiths on the program with five speeches.

Eight cities are striving for next year's conference, the same being Houston, Dallas, Chicago, Detroit, Cleveland, Louisville, Kansas City, and Atlantic City.

Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio, was elected President of the Department, although he made only one speech.

BIRD RETURNING

Coa M. Sturges, Northern High School, Detroit

Bird from the south returning,
What new note have you been learning
In your roselike Paradise,
Where the full-blown moon did rise?

While the budding stars unfurled,
You woke the Sleeping-Beauty world
With your song's cadent, soft caress,
And the love-laden Night lay voiceless.

Weave a new song for me
With meshes of mellow moonlight,
To enfold my soul, world-weary;
Of moonlight and starlight,
And the shimmer of the sea;
Of sunset and starset,
And the mists that veil Eternity.

MICHIGAN DINNER

WASHINGTON, D. C., FEBRUARY 23

The Michigan dinner, under the joint auspices of the University of Michigan and the Michigan State Teachers' Association, was held in the main dining room of the Raleigh Hotel, Washington, D. C., Tuesday evening, February 23, during the meeting of the Department of Superintendence of the N.E.A. There were 320 persons in attendance.

The following were present as guests of honor: United States Senator and Mrs. W. N. Ferris, Senator James Couzens, and Representatives John B. Sosnowski, Earl C. Michener, Joseph L. Hooper, John C. Ketcham, Carl E. Mapes, Grant M. Hudson, Louis C. Cramton, Bird J. Vincent, James C. McLaughlin, and Clarence J. McLeod.

Among many former Michigan educators who had also been invited as guests of honor but who were unable to attend and sent letters of regret were: President Stratton D. Brooks, University of Missouri; President Frederick C. Hicks, University of Cincinnati; President J. S. Angell, Yale University; Dean C. E. Chadsey, University of Illinois; President Elmer E. Brown, New York University; Superintendent W. A. McAndrew, Chicago; Superintendent Paul C. Stetson, Dayton, Ohio; Superintendent E. C. Hartwell, Buffalo, N. Y.; Superintendent S. O. Hartwell, St. Paul, Minnesota; Dean Paul C. Packer, University of Iowa; Hon. John J. Tigert, United States Commissioner of Education; Mrs. Hannah S. Vowles, Mt. Pleasant, Michigan; President W. M. Lewis, George Washington University; and T. Luther Purdom, Assistant Dean of Men, University of Missouri.

Superintendent E. E. Fell, President of the M.S.T.A. presided, and President D. B. Waldo, of the Western State Normal School, acted as toastmaster. The following letter from State Superintendent T. E. Johnson, who was unable to be present, was received:

To the Michigan School Men:

It was with a very deep feeling of regret that I became convinced that I could not go to Washington. I think you will agree with me, however, that if I were away from Michigan and anything which was prejudicial to the best educational good of the state should occur, I would be very justly blamed for my failure to be on the ground here. Eternal vigilance may be the price of liberty but it is also the price of safety. I can assure you that the missing of this meeting is one of the keenest disappointments I have suffered in a long time.

I know that you are enjoying to the fullest extent the wonderful pep and enthusiasm which always dominates a Michigan dinner. A good time and good luck to you all.

Cordially yours,
T. E. JOHNSON

As directed by a motion proposed by Superintendent Fred Jeffers, of Painesdale, and unanimously approved, the following telegrams were forwarded to State Superintendent T. E. Johnson, President C. C. Little, and Dean A. S. Whitney:

Hon. T. E. Johnson,
State Superintendent of Public Instruction,
Lansing, Michigan.

You and your associates greatly missed at Michigan dinner. Instructed to wire our confidence and best wishes. Inspiring programs furthered Michigan fellowship.

E. E. FELL, President
E. T. CAMERON, Secretary

President C. C. Little,
University of Michigan,
Ann Arbor, Michigan.

Teachers and superintendents at Michigan dinner in Washington, D. C. missed you but send greetings and good wishes. Senator Ferris in address to us praised your splendid humanism and congratulated Michigan on your leadership. Success to you.

Michigan teachers—
E. E. FELL, President
E. T. CAMERON, Secretary

Dean A. S. Whitney,
School of Education,
University of Michigan,
Ann Arbor, Michigan.

Am instructed to wire greetings from Michigan dinner. We missed you and your fine spirit of comradeship. Hope your budget fares well and that the trees keep out of your road. Wonderful time. Inspiring address. Do not miss it next time. Greetings and best wishes.

E. E. FELL, President
E. T. CAMERON, Secretary

President D. B. Waldo introduced the guests of the evening, and then called upon Mr. E. L. Miller, who gave a talk on "Cruising With Cody" in his usual delightful manner. Senator Ferris and several of the other congressmen were called upon by the

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CRUISING WITH CODY

By EDWIN L. MILLER

Assistant Superintendent of Schools, Detroit, Michigan

(Continued from March)

Sunday, July 5. Rose at daybreak and enjoyed the ride down the Italian shore and across the Roman plains. Reached Rome at 8 A.M. Saw the Forum, the Palatine, the Coliseum, St. Mark's, the Catacombs, the Appian Way, the Campagna, the Baths of Caracalla, and a service at St. Peter's. There are only two things in Rome: Ruins and churches. The Coliseum made Christianity inevitable. Roman water is the best in the world because many of the emperors could think of no way of spending their money except to build aqueducts. The best guide book to Rome, indeed to all Italy, is Byron's "Childe Harold." Among the passages which interpret what we saw are these:

"Oh, Rome! my country! city of the soul!"

* * * *

"The Niobe of nations! there she stands,
Childless and crownless, in her voiceless woe;
An empty urn within her wither'd hands,
Whose holy dust was scatter'd long ago."

* * * *

"The Goth, the Christian, Time, War, Flood, and Fire,
Have dealt upon the seven-hill'd city's pride."

* * * *

"Alas! the lofty city! and alas!
The trebly hundred triumphs! and the day
When Brutus made the dagger's edge surpass
The conqueror's sword in bearing fame away!
Alas, for Tully's voice, and Virgil's lay,
And Livy's pictured page!—but these shall be
Her resurrection: all beside—decay."

* * * *

"Tully was not so eloquent as thou,
Thou nameless column with the buried base!"

* * * *

"I see before me the Gladiator die:
He leans upon his hand—his manly brow
Consents to death, but conquers agony,
And his droop'd head sinks gradually low—
And through his side the last drops ebbing slow
From the red gash, fall heavy, one by one,
Like the first of a thunder-shower; and now
The arena swims around him—he is gone.
Ere ceased the inhuman shout which hail'd the wretch who won.

"He heard it, but he heeded not—his eyes
Were with his heart, and that was far away;
He reck'd not of the life he lost nor prize,
But where his rude hut by the Danube lay,
There were his young barbarians all at play,
There was their Dacian mother—he, their sire,
Butcher'd to make a Roman holiday."

* * * *

"A ruin—yet what ruin! from its mass
Walls, palaces, half-cities, have been rear'd;
Yet oft the enormous skeleton ye pass,
And marvel where the spoil could have appear'd."

* * * *

"'While stands the Coliseum, Rome shall stand,
When falls the Coliseum, Rome shall fall;
And when Rome falls—the World.'"

The following dialogue took place between Cody and our guide:

Cody: "So well dost thou the English language speak;
Methinks thou must have seen America."
Guide: "Not so, my lord, but I've a brother there.
He works for Henry Ford. I wish that I could do likewise."
Cody: "Art thou Italian?"
Guide: "No, my lord, I'm Roman. *Civis Romanus sum.*"
Cody: "Is 't possible?"

Saw graves of Keats and Shelley.

Monday, July 6. Visited the Vatican, Pantheon, and St. Peter's. In the Vatican Byron still proved a wonderful guide. The Laocoon brought to my mind this stanza:

"Or, turning to the Vatican, go see
Laocoon's torture dignifying pain—
A father's love and mortal's agony
With an immortal's patience blending:—Vain
The struggle, vain, against the coiling strain,
And gripe, and deepening of the dragon's grasp,
The old man's clench; the long envenom'd chain
Rivets the living links,—the enormous asp
Enforces pang on pang, and stifles gasp on gasp."

The Apollo Belvedere brought to my mind this stanza:

"Or view the Lord of the unerring bow,
The God of life, and poesy, and light—
The Sun in human limbs array'd, and brow
All radiant from his triumph in the fight.

"But in his delicate form—a dream of Love,
Shaped by some solitary nymph, whose breast
Long'd for a deathless lover from above,
And madden'd in that vision—are exprest
All that ideal beauty ever bless'd
The mind with in its most unearthly mood,
When each conception was a heavenly guest—
A ray of immortality—and stood
Starlike, around, until they gather'd to a god!"

Was interested in the following:

(1) Mosaic floor from a Roman dining-room showing a bunch of asparagus, gull with fish, and fruit.

(2) Fly painted by Guido Reni on nose of Michael Angelo.

(3) Michael Angelo's statue of Moses.

(4) Picture of the Last Judgment by Michael Angelo, with portrait of a nobleman who had offended Michael. This unfortunate individual appears in his picture of the Last Judgment in the part allotted to hell. When he appealed to the Pope, His Holiness said, "Where has Angelo put you?" "In hell," was the reply. To which the holy father answered, "If you were in Purgatory, I could get you out, but over hell I have no jurisdiction."

Dined at the Ristorante Roma on noodles at New York prices. Cody remarked, "When in Rome the Romans will do you." All Italian barber shops are closed on Monday in order to allow the barbers to go to church.

Found the Pantheon about as interesting as anything in Rome, and here again thought of Byron:

"Simple, erect, severe, austere, sublime—
Shrine of all saints and temple of all gods
From Jove to Jesus—spared and blest by time;
"Looking tranquillity, while falls or nods
Arch, empire, each thing round thee, and man plods
His way through thorns to ashes—glorious dome!
Shalt thou not last? Time's scythe and tyrants' rods
Shiver upon thee—sanctuary and home
Of art and piety—Pantheon!—pride of Rome!"

Tuesday, July 7. Left Rome at 2:20 and arrived at Florence at 8. Our train was drawn by an American locomotive of the Pacific type, i.e., with eight drivers. Scenery was most interesting—saw Cortona lifting to heaven its diadem of towers; castles; olives; goats; clay roads; grapes; oxen; irrigation. Gertrude said she was sick of domes and wanted domesticity. Cody remarked that our train must have been made by the Lord, because He created all crawling things. Stopped at a hotel in the hall of which there was the following inscription:

In Questo Palagio
Che la storica casasta dei Soderni
Eresse ed abito
Soggiornava lungo l'anno 1327
Santa Caterina da Siena
Ardimentosa zelatrice di pace
Raf. Nap I. Scott. Byron
Ebbero successive temporanea dimora
Ben venango gli ospiti novelli
Nello rinnovellata sede
Evocatrice di tante memorie.

In this Palace
Which the famous family of Soderini
Built and occupied
Lived about the year 1327
Saint Catherine of Siena
An ardent advocate of peace
Rafael. Napoleon. Scott. Byron
were later guests here
Welcome be new guests
In this modernized abode
Reminiscent of such great memories.

This palace was indeed lovely, fronting as it did upon the Arno, with its memories of Hannibal and George Eliot, but it was also, unfortunately, full of fleas.

Wednesday, July 8. Saw the Duomo, the Baptistry, Giotto's Tower, Pitti Gallery, Venus di Medici. Our guide was an anarchist. Cody asked him if there were any portraits by Percy Ives in the Pitti Gallery, and abused him when he said there were not. Our guide's salary was one thousand lire, or thirty-two dollars, a month.

Byron is almost as good a guide to Florence as he is to Rome, especially to the Church of Santa Croce, the Westminster Abbey of Italy:

"In Santa Croce's holy precincts lie
Ashes which make it holier, dust which is
Even in itself an immortality,
Though there were nothing save the past, and this,
The particle of those sublimities
Which have relapsed to chaos:—here repose
Angelo's Alfieri's bones, and his,
The starry Galileo, with his woes;
Here Machiavelli's earth return'd to whence it rose."

* * * *

"But where repose the all Etruscan three—
Dante, and Petrarch, and, scarce less than they,
The Bard of Prose, creative spirit! he
Of the Hundred Tales of Love."

"Ungrateful Florence! Dante sleeps afar,
Like Scipio, buried by the upbraiding shore;
Thy factions, in their worse than civil war,
Proscribed the bard whose name for evermore
Their children's children would in vain adore
With the remorse of ages; and the crown
Which Petrarch's laureate brow supremely wore,
Upon a far and foreign soil had grown,
His life, his fame, his grave, though rifled—not thine own.

"Boccaccio to his parent earth bequeath'd
His dust,—and lies it not her Great among,
With many a sweet and solemn requiem breathed
O'er him who form'd the Tuscan's siren tongue?
That music in itself, whose sounds are song,
The poetry of speech? No;—even his tomb
Uptorn, must bear the hyaena bigot's wrong,
No more amidst the meaner dead find room,
Nor claim a passing sigh, because it told for **whom!"**

Left at 1:30 for Venice, where we arrived at 8:40. Our room at the hotel was located directly above a cabaret and a vegetable market. The cabaret continued its operations, which consisted chiefly of songs from current American musical comedies, until 4 A.M.; the market noises began at 3 A.M.

Thursday, July 9. Venice is also reminiscent of Byron. For instance:

"I stood in Venice, on the Bridge of Sighs;
A palace and a prison on each hand:
I saw from out the waves her structures rise
As from the stroke of the enchanter's wand."

Italy on the whole is the most interesting country in Europe and the easiest for an American to travel in. Almost everybody speaks—not English exactly, but New York-American, which is perfectly intelligible to a Detroiter, and the prevailing lawlessness makes one feel at home, while on every hand one sees things of such surprising loveliness that one is tempted again and again to exclaim,

"Italia, oh, Italia! thou who hast
The fatal gift of beauty."

Venice is the only city in Europe in which we saw no Ford cars. They use Ford engines, however, to propel their gondolas. Cody drinks nothing but mineral water, and continually sings:

"Ha, ha, ha, no drink for me
Unless it 's aqua minerali."

He says he intends to obey the Constitution abroad with the same meticulous exactitude as at home. Lunched at Marconi's. He used to run a roadhouse at the corner of the Six-Mile Road and Woodward Avenue. He now keeps a hotel close by the Rialto Bridge. At 2 left Venice for Milan, where we arrived at 8 P.M.

Friday, July 10. Saw the cathedral in the morning. Cody tried to buy a silver cross from a priest. Left Milan at 9:30. Bought lunch at Domodossola in paper baskets, each containing two rolls, cheese, chicken, ham, sausage, two peaches, and a bottle of *chianti*—all for ten lire, or forty cents. Charming scenery. Simplon Tunnel thirty minutes long. Stopped at Visp, Switzerland, from 2:30 to 4:30. The bugs caused Cody to remark that the Rhone Valley is full of gnatural scenery. From Visp went on a toy railroad through marvelous scenery to Zermatt, where we arrived at 6:30. Cold. No heat in rooms. Only two ways to reach Zermatt: By mule or rail. Everybody in Europe wants to go to America. Must read Tyndall's "Hours of Exercise in the Alps."

Saturday, July 11. To the Gornergrat on a cog railroad. Fine views of Matterhorn. Cost of trip $4.50. Snow at summit. Back to Zermatt at 12. Left Zermatt at 3:50. Arrived at Montreux at 8, and rested with great content in a fine hotel on the shore of "clear, placid Leman." Thought of Voltaire, Gibbon, and Mark Twain. Must read "Innocents Abroad."

Sunday, July 12. Went to Champery. Dent du Midi hidden by clouds. Road narrow, crooked, unprotected, and full of sharp hairpin curves. Whenever our driver came to one of them, he put his foot on the accelerator.

Monday, July 13. Left Montreux at 8:43. Arrived at Interlaken at 1:30. The scenery on this trip is exceedingly fine. Cody remarked that when the Lord manufactured it he certainly had an eye to the tourist business. At our hotel in Interlaken were 46 Germans, 24 English, 9 Americans, 9 Dutch, 3 Egyptians, and three guests each from Greece, France, Czecho-Slovakia, Sweden, and Hungary. There were no Italians.

Tuesday, July 14. To the Scheidegg to see the Jungfrau. It was tame after the Matterhorn. Bought first-class tickets, but rode third to escape English and American tourists.

Wednesday, July 15. Left Interlaken at 9.30. Arrived at Lucerne 12:40. Cody

says that two francs for a handkerchief is too much to blow in. Must read Swiss history.

Thursday, July 16. Automobile trip to Altdorf lasting from 2 to 7:30 P.M. Saw the place where Tell killed Gessler, Avalanche of 1814, Oxenstrasse, Statue of Tell, Tell's Kapelle, and the Schiller Stone. The trip was good, but the driving too fast. Roads almost as dusty and quite as rough as Michigan gravel. At 8 A.M. Gertrude complained because it was so cold; at 4 P.M., because it was so hot. Saw Immensee. Must read Immensee and Wilhelm Tell and write a new play on Tell. Schiller is too grandiloquent.

Friday, July 17. Left Lucerne at 7:30 A.M. Arrived Paris 5:30 P.M. Lunch on diner twelve francs, or forty-eight cents —hors d'oeuvres, fish, veal, cheese, peas, cakes, and fruits.

Saturday, July 18. Saw the Pantheon, Sainte Chapelle, Notre Dame, Bal Bullier, and Moulin Rouge. Must read French history. Taxi three miles for four persons cost twenty-five cents. Latin Quarter so-called because in old days students congregated there from all countries found in Latin the common language which they needed.

Sunday, July 19. Service at the Madeleine.

Monday, July 20. To London.

Tuesday, July 21. Went to London Rotary Club. A Scotchman told the old story about the Scotchman who would take any given amount. A member of Parliament spoke about the English coal situation, which, he said, was a burning question. Before the war England furnished the world seven per cent of its coal; now this amount has fallen to five per cent. In the meantime wages have risen. Other products dependent upon coal have therefore risen. England finds herself unable to compete longer with other nations. Hence contracted markets produce unemployment. This is a vicious circle. The export of coal helps buy food for England. Five days out of seven the Englishman eats imported food.

(*To be concluded in May*)

"Who's the Speaker of the House?" roared the political science professor, during an oral examination.

"Mother," responded the meek-looking 9B in the corner seat.

INTERESTING RURAL PUPILS IN HIGH SCHOOL

Britton, Michigan, has a program lasting throughout the year with the definite view of interesting rural school graduates in high school by affording occasions to bring them in contact with the school and its work.

The first occasion is a community fair held in the fall and conducted for educational purposes but not omitting the awarding of prizes for best exhibits by rural children.

During the year rural teachers are especially invited to attend the high school programs, such as debates, lectures, contests, and musical programs, and to bring their seventh and eighth graders with them. No charge is made to these visitors.

The rural teachers and the seventh and eighth grade pupils are invited to the high school building on the Saturday preceding the state examination in May. The forenoon is spent in acquainting the pupils with the building and in writing answers to questions asked by the different teachers. A few talks are given and the visitors are served with lunch by the high school girls. The afternoon is devoted to a field meet, prizes being given to schools and to individuals. The rural pupils are thus made to feel more at home and consequently do better work in the examination.

The county examining board permits the holding of graduating exercises for the eighth graders in the high school building, for which occasion an inspirational speaker is secured.

The results of these efforts upon the freshman class of this year are that four times as many rural students enrolled in the ninth grade in September as did the preceding year. Since school started not one freshman from the rural schools has quit and no desire on the part of any of them to drop out has been detected.

Mr. S. F. Wilson, Superintendent of Shop Work at the Ford factory school in Detroit, addressed the student body and public at the Michigan College of Mines, Houghton, recently. The Ford school is an institution for boys between 14 and 18 years of age, giving preference to boys of deceased Ford employes. Instruction is given in auto mechanics, shop work, and other practical vocational courses. Mr. Wilson stressed the placing of responsibility on the boy in the Ford school. An interesting discussion followed his address.

"IN THE YEARS AHEAD State and National associations will have three great responsibilities: Of standing always for the most rigid professional training as a requirement for the admittance of candidates to the teaching profession; of fostering educational research and the maintenance of the discussion of educational problems on a high professional plane; and of leading the friends of public education in the great task of interpreting the schools to the people."—*N. E. A. Addresses and Proceedings,* 1925.

SHAPING MEN AND WOMEN

By STUART P. SHERMAN

(Continued from March)

It seems to me that I have made a series of shocking discoveries in the field of education. First, I have discovered that the celebrated apathy and worthlessness of the average student is due to unsatisfied hunger, due to his desire to be educated and to the disdain for their jobs felt by many of those who are in charge of his education. Second, I discovered that the worst teachers were the great scholars who produced learning in contempt of their listeners. Third, I discover that pretty contemptible scholars are every now and then among the most effective teachers. I find this fact puzzling, and I don't like it; but I find it true. And now that I am no longer a teacher I don't hesitate so much about telling truths that I don't like.

Finally, I have discovered that the best teachers have a technique which many of the good scholars and the fine disciplinarians despise, and scorn to use. They are at great pains to form personal relations with inarticulate fumbling half-baked boys and girls. They probe them in search of latent unguessed powers. They shamelessly flatter the feeblest signs of real vitality in them. They prod them, lure them, guide them, fire them, set them in motion—in short, make successes out of putty-like dumb impossibilities.

The average young person likes to be flattered, sops up flattery like a sponge; and you'd better give him a little from time to time, at the risk of turning his head. It is better for him to have his head turned a little than for him to settle into a chronic stiff-neck. It is better for him to get a little hot-headed than to have a bad case of cold feet. But what he himself really craves, in his formative years, is not flattery. What he craves is to feel himself in the grip of strong formative hands which promise to make something out of him which shall not be soft, like a sponge, but hard like a baseball, a league ball, a championship ball, capable of being pitched at a high speed over the plate.

I say this craving to be formed is the most interesting aspect of adolescence. But it is also a want and a desire of people at all ages. It is an elemental and universal passion. As such it deserves to be recognized and studied as much as hatred or lust or any of the seven deadly sins. Keep your eyes open for virtues that have been hastily classified as vices. All people who work successfully upon other men and women take account of it.

The craving for form explains the worship of the football players for the coach who week after week works them like horses, browbeats, harries, and curses them; and they put up with him, not only put up with him but worship him. Why? Because they know he is *licking them into shape,* licking them into shape for victory.

That is a symbol, isn't it? of what every one wants: To be licked into shape for victory. People don't resist you when they find you are doing that.

The craving to be formed explains the adoration of daubers in the studio for the great master, a Whistler, a Sargent, who strolling in for a quarter of an hour, bends over the canvas and exclaims: "Rotten! do it like this," and with a slash runs an infinitely instructive thumb-nail through the wet paint.

The craving for form explains the devotion of the French to Napoleon, of the Germans to Ludendorff, or the Russians to Lenine, the Italians to Mussolini, of many Americans to the Ku Klux Klan. I am not defending, please note, any of these heroes. I am merely explaining the hold they get on men. They arrive when the masses of men are in a state of helpless futility, these dictators. And they satisfy the average man's desire to be shaped, and incorporated into something important, effective, formidable. "Though he slay me, yet will I trust him," cries the old patriarch, cries the soldier, cries the average man out of the heroic depths of his craving for form.

In the field of literature this passion accounts in considerable measure for the power of those great books which never go out of print: The Bible, the Imitation, Pilgrim's Progress, Robinson Crusoe, Plutarch, Marcus Aurelius, Plato, Montaigne.

These books seize upon souls at their appointed hour and deal tyrannically with them. That is what the average man wants of his books, especially if he be a man of but few books. He wants them to do something *to* him, *for* him, with him. That is his measure of their interest and success.

Consider some of the works which have apparently satisfied the common reader in recent years: Certain treatises on etiquette, Mr. Wells's and Mr. Van Loon's histories of the human race, Mr. Strachey's "Victoria," Papini's "Life of Christ." It is easy to make cynical remarks on the significance of any or all of these successes, as, for example, to say that they prove the "large, easy swallow" of the average man, his desire to know everything without studying anything, his inability to consult the primary sources of his information, his indifference to authority, his dependence on spoon-foods. Yes, doubtless Mr. Wells and Signor Papini artfully baited their hooks. But the poor fish, the common reader, rises to the bait because with deep elementary passion he craves the help of some resolute power to reduce to form the futile shapelessness of his religious yearnings and his chaotic ignorance of universal history.

It is by no means always authors with what is derisively called "the Messiah complex" who run with a mold to meet people who want to be molded. The passion for taking hold of the shapeless and shaping it is obvious enough in famous Puritans such as Bunyan, Wesley, Carlyle, Emerson, Arnold. But what curiously escapes notice is that this passion is present in almost equal degree in the types of men who from age to age have resisted the Puritans. The man of Cavalier disposition, the Conformist, the Epicurean, the aesthete, the fop, and even the "immoralist" also demand to be formed. They, too, run to meet men of imagination with artistic molding hands and a vision in their eyes of something complete of its kind and finished, though it be but a complete Byronist, a finished Pelham, a perfected Dorian Grey, a consummate Peter Whiffle, or some other figure in which the chaos within the Beautiful and the Damned may temporarily repose and become conscious of limits, of form. The flapper and the lounge-lizard are formed by somebody just as truly as the leader of the Y.W.C.A. or the president of the Phi Beta Kappa Society; and often with a more finished art.

There are two ways of regarding the average man's desire to be formed. One may regard it with contempt; one may say: "Look at history, and see how easily this desire is satisfied! What shapes of wrath and shame the plastic clay has been content to rest in! What distortions! What caricatures of humanity!" Yes, but what hands have made these molds, and have offered them or nothing to the universal desire for form? "Here I am!" cries the common clay to the artist, to the teacher. "Here we are!" cry the average men to the statesmen. Take us. Break us. Make us the muddy doormat of peace or the bloody altar cloth of war. But somehow, somehow, weave us into the pattern of our times. Use us! Give us a recognizable meaning and interest—if a beautiful and adequate one is within the compass of your souls, we, who have long served as the doormats of peace and the altar cloths of war, will not resist.

Regarded in this way, the average man's desire to be formed ceases to be a subject for contempt and becomes a subject for pity and pathos. Even in "higher" artistic circles those who can satisfy it worthily are so few. Among the symbolic sculptures of Rodin there is one of singular tenderness and poignancy called "Man and His Thought." It shows the naked figure of a bearded man whose body below the waist is without form and immersed in stone. He stands facing the fair body of a young child, whose limbs are somewhat further disengaged from the rock, and breathes upon it as Elijah breathed upon the widow's son; as Pygmalion, the sculptor, breathed upon the cold marble form of Galatea; as God breathed on the dust of the Garden—*till they came alive.* That is the whole business of education.

(*To be Continued in May*)

With the opening of the new University Hospital, the people of Michigan have one of the largest and most modern hospitals in the country. It is estimated that a total of 110,000 patients will be cared for annually in the entire hospital group. The director of the Hospital is Dr. Harley A. Haynes, a man familiar to Michigan through his work at the Michigan Home and Training School at Lapeer. The new building is in the form of a double Y, connected by the stems, with an administration building in front and another rectangular wing at the rear. It stands on a hill sloping down to the Huron River, six stories above the ground on the front and nine full stories at the rear. The design will permit the building of an additional three stories in the future.

THE PUBLIC SCHOOLS AND RELIGIOUS EDUCATION

By PAUL C. STETSON

Superintendent of Schools, Dayton. Ohio

(Read by Mr. Stetson at the Sixty-fifth Annual Convention of the Michigan Sunday School Council of Religious Education at Detroit, November 4, 1925.)

(*Continued from March*)

Mr. Charles Sheldon, writing in the last issue of the ATLANTIC MONTHLY, makes a plea for the teaching of religion in the public schools. In making this plea, he differentiates rather sharply between religion and theology. He tells of an experience he had when called upon to speak before a high school. The principal asked him not to mention religion inasmuch as this would probably involve him in some difficulty with the Board of Education. Rather than leave the subject of religion out of his address, Mr. Sheldon said that he would not speak. Whereupon, the principal waived his objection and Mr. Sheldon delivered his address devoting, as he said, more time to religion than to any other subject. He holds that true education involves religion.

The difficulty which this principal, or any principal of a public school, faces, lies not in a personal antipathy to a discussion of religion, but in the fact that, in the public mind, it is almost impossible to differentiate between religion and theology. There are so many interpretations of passages of the Scriptures, that one may have considerable sympathy with the perplexed principal of this high school. Only recently I received a strenuous protest from a certain person against the reading of the Ninety-third Psalm. A little later I had a delegation come to protest against the reading of th Old Testament without comment, holding that it was more dangerous to read passages without comment than it was to have the teachers make comment upon them.

Not infrequently a school administrator finds himself involved in a number of disputes with all sorts and varieties of religious sects. It is not at all surprising, considering the ease with which acrimonious discussion is started on the subject of religion, that most of us have avoided any direct teaching of religion in the public schools. It is an unfortunate product of Protestantism that we have such a large number of denominations split into various sections which resent any attempts to place before the children any interpretation of the great truths found in the Bible.

I do not feel that the failure lies in the public schools as much as it does with the patrons of the schools. If they could be unified on this question there would be no difficulty as far as any of the school administrators are concerned. It is an often observed fact that the subject of religion, which is supposed to teach as some of its cardinal virtues peace, charity, and good will, can arouse bitterness quicker than any other subject. Is it any wonder, then, that administrators of our schools, who must depend upon public support, refuse to become involved in a question upon which the churches themselves cannot agree?

However, it will be difficult to find any school administrator who does not feel that education without emphasis upon character building is like a house without a foundation. It is not properly built, and will not long endure. It is indeed a house built upon sand.

One of the greatest steps forward would be for the churches to be willing, in the first place, that religion as differentiated from theology, and as exemplified in the teaching of the Bible, should be taught in the public schools. Personally, I am rather pessimistic about this very desirable attitude ever being achieved. In lieu of this, the question naturally arises, what can be done? If it is impossible at the present time without arousing antagonism and creating bitterness, to teach the Bible and consequently religion in the public schools, what can be done so that this very desirable and vital part of our educational process may not be lost?

The only solution which we have been able to find is in the support and co-operation of the week-day schools of religious education. However, the week-day schools of religious education present in themselves a very perplexing problem. Mr. Chas. L. Spain, in an interesting little book, describes

the growth of the curriculum from 1775 to the present time. In 1775 the curriculum consisted of five subjects—reading, spelling, arithmetic, writing, and the Bible. Fifty years later the curriculum had expanded to include bookkeeping, grammar, geography, sewing, and knitting. By 1875 the number of subjects in the school curriculum had increased from five to twelve. History, science, drawing, music, physical education had been added, and the subject of Bible had been dropped. Thus in one hundred years we find the curriculum increased more than twice, and Bible, conduct, and manners left out of the curriculum. Today the number of subjects in the curriculum varies in different cities, but numbers between fourteen and fifteen. This point is mentioned because it has become increasingly difficult to find time to do the things which are required of the public schools. Not only has the curriculum increased more than twice, but the time in the public schools has decreased. Instead of meeting from eight until four, the average school meets from eight-thirty until three-thirty, with an hour and a half out for lunch, giving an average school day of five and a half hours.

Anyone familiar with school administration realizes that the increasing demands upon the time of the public schools has created one of the most difficult problems executives have to meet. Not only have we enlarged the curriculum, but the extra-curricular activities of the school have tremendously increased. We are trying to do today, in a shorter time, much of the work formerly performed by the home and the school. In addition to the regular work there are increasing demands upon school time made by various philanthropic organizations. Anyone who desires to promote some scheme which appeals to him as being worthy immediately thinks of the public schools as offering the best opportunity. Every superintendent is besieged with requests to put on contests of various kinds. All this takes time.

When the subject of co-operation with th week-day schools of religious education is broached to the average group of principals, they with one breath heartily concur in the need for such instruction, and, with the next breath, ask how it is possible to do it in the time allowed.

The only real difficulty we have met in organizing our work has been to find time. The plan as used in Dayton is to give each child one hour each week from his regular school day in order that he may attend this instruction in some nearby church. Inasmuch as attendance at these week-day schools is not compulsory, it means that not all the children in any one room will go. Thus the regular work of the schools must proceed. It is too obvious to need further mention, that if the children are out one hour a week, they must miss something. Inasmuch as the principals are held responsible for all subjects, and inasmuch as all subjects in the curriculum are supposed to be important, or they would not be there, it will be seen at once that it is no simple thing to arrange this schedule.

We in Dayton have followed this plan for the last four years, and feel that the results are worth while. I simply raise these questions so that anyone who is contemplating the establishment of such schools may be prepared to meet some of these perplexing problems.

We also feel that the schools should not be asked to deal with individual churches, but that there should be back of any request for week-day schools of religious education a responsible unified scource. It simplifies the problem to deal with one organization representing all of the churches rather than to deal with individual churches.

We also feel that, inasmuch as the law requires the children to attend school, we are morally and legally responsible for their time while they are in school. Therefore we have insisted that such schools shall have teachers who have the same qualifications as the teachers in the public schools. We are not interested at all in the content of the subject taught, but we are vitally interested in the type of teaching the pupils receive. We do want to say that the Council of Churches in Dayton has met our requirements, and has co-operated with us wholeheartedly in meeting all of our demands.

I do not know how permanent an institution the week-day schools of religious education will prove to be. They are still in the experimental stage. Many of the problems connected with the administration have not been solved, but, up to date, we are committed to the support of the week-day schools of religious education, and feel that they have been a means not only of estab-

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THE PLACE OF INDUSTRIAL ARTS IN THE EDUCATIONAL SCHEME

By DR. THEO W. H. IRION
Director of Research, Department of Education, Ypsilanti Normal College

(*Continued from March*)

May I not take a little more time to call attention to another factor easily overlooked in education? We have heard in recent days quite a little about mental hygiene, and we are destined to hear a good deal more about it. I find that most discussions on this topic, and I have been a rather careful student of this new movement, are five-sixths descriptions of mental abnormalities and their causes and one-sixth the presentation of facts concerning remedies or preventions. Now, it is in this last sixth that I have been particularly interested. I am quite certain that any industrial arts project which will keep the boy completely absorbed for days and probably weeks has certainly a splendid effect upon that boy's nervous system. There is a wholesomeness about working with one's hands that is not easily obtained from any other endeavor. There is a joy of achievement when one creates a thing, be it ever so small and insignificant, that is not easily duplicated in any other way. One gains a degree of self-respect from making things, from carrying one's ideas into splendid actuality which he can hardly gain in any other way. If I had the time I could cite instances of high school boys who lifted themselves out of the depths of inferiority feelings, those laming almost paralyzing experiences, by processes of manual creative activity. The self-confidence which I have noticed in so many of our country boys arises I believe especially out of the fact that they have, again and again, been thrown on their own resourcefulness in meeting situations, and have demonstrated over and over their ability to cope with concrete conditions, in doing and handling of things to the extent that they realize that whatever they may or may not know and be able to do, this is certain, that as long as they possess those good hands and arms and muscles with which they are equipped, they can make things go somehow. With them, life is not completely a struggle of wits and of social cleverness; with them life is essentially the doing of things with their hands. In the ages when the crafts were predominant, the craftsman had a joy and a feeling of security in his work which no hired clerk or factory hand can possess and which only too few people experience now-a-days. Something of this calm and satisfaction can come to the sensitive, the overstimulated child, especially the adolescent, through his work in the industrial arts.

At last, I want to present an aspect which I am sure has never been considered and will probably seem so queer as to appear absurd. I want to maintain that in the industrial arts work we have a splendid instrument for moral training especially during early adolescence. I am thinking more particularly about our adolescent boys. We have heard much about protecting the innocent, guileless, adolescent girl and I want to agree, but I for one feel like raising a loud cry for the protection of our adolescent boys, our young adolescent boys. During those days when by nature they are prompted to attend to sensual things, when all about them in advertisements, on magazine covers, in whole journals dedicated supposedly to art, when from all of these—not to mention more realistic sources—they are confronted with sensual situations, they are easily driven into pernicious habits of lazy lasciviousness. How splendid, how redeeming, if at that time they can be attracted into activities which challenge their creative capacities so that they can work with their hands while mentally they are absorbed in their tasks. The very objectiveness of the work, the very fact that they are working with tools and physical materials, that they are constantly checking on the results of their efforts, all of these things keep them turned outward, away from themselves and into healthy activity. If at that age we could fill their hours with such efforts, how splendid it would be even if in later years they would want to go into some profession or non-manual pursuit. I can not help but feel that much of the mischief into which young boys get is due to the fact that they lack

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INDUSTRIAL TRAINING
IN THE
THREE RIVERS PUBLIC SCHOOLS

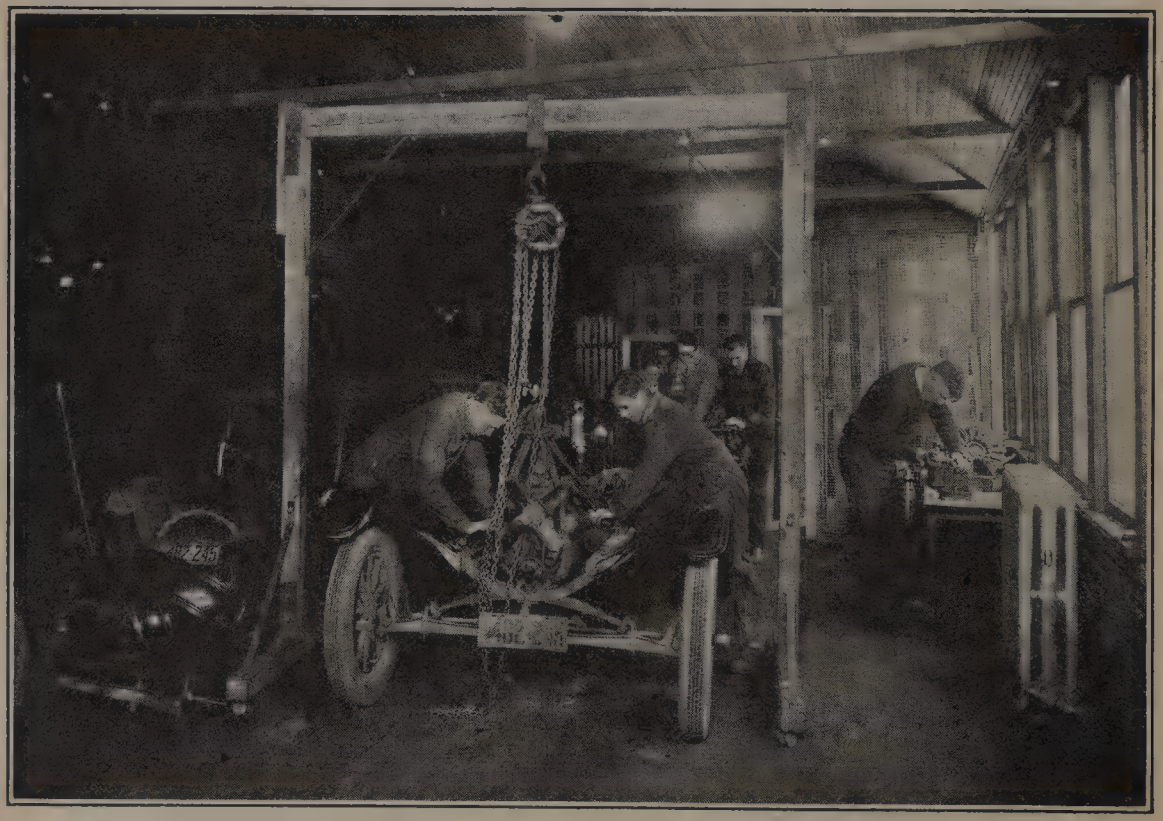
By CHARLES CARRICK, Superintendent of Schools

In Three Rivers, a city of only seven thousand inhabitants, we have a vocational and industrial arts course much more definite in its aim that that usually offered in cities of this size. This has been made possible by a progressive school administration and the co-operation of our largest manufacturing plant, that of the Fairbanks-Morse Company.

In the elementary grades we are merging, largely, our manual training, household arts, and some of our drawing and design, and are calling the course Industrial Arts. The work centers about the everyday needs with the stressing of value, selection, etc., as they refer to economy, art, and social needs. Much handwork is used in the attempt to develop these values and secure a general dexterity in getting results. We believe this industrial phase in our grade work is very essential in this strictly industrial city. It gives early judgment in selection and use of industrial products and develops an appreciation of the economic and social phases of industry along with the manipulative or constructive work with materials.

In grades nine to twelve we have a distinctly vocational machine shop course. This covers four years, but is not a college preparatory course. It does, however, meet the specific demand of many boys in our city. In this course the boys spend three years in school receiving shop and academic instruction. The senior year is spent in full-time work in the Fairbanks-Morse plant as a regularly employed apprentice under instruction. On successful completion of the four-year combination of school and shop the boy receives a high school diploma and an apprentice course certificate from the Fairbanks-Morse Company. We are also developing an auto-mechanics course on much the same plan.

The keen interest of the Fairbanks-Morse Company is shown by the fact that they gave



Auto Shop.

Wood Shop

us $10,000 worth of equipment and aided in its installation free of charge. Nor has their interest ceased here. They have continued to assist us by furnishing materials at cost and by giving us actual shop jobs to do for which we receive pay. This work together with the Smith-Hughes aid received helps materially in financing the work which would otherwise be quite expensive for a small city like ours.

Machine Shop

TRAINING IN HEALTH EDUCATION

UNIVERSITY OF MICHIGAN SUMMER SESSION -- 1926

June 21 to July 30 and August 13

By JOHN SUNDWALL
Director, Division of Hygiene, Public Health, and Physical Education

More and more schoolmen are concerning themselves with the problem of constructive health teaching and supervision in our public schools. The new education demands that we ingrain our boys and girls with effective and lasting health habits; that we give them, by means of appropriate, wisely planned and graded instruction throughout their school period, a working understanding of the fundamental principles of health promotion and disease prevention; that we instill them with a keen and impelling appreciation for the sound, vigorous, and harmoniously developed body; and that we acquaint them with the scientific methods and facilities at our command for promoting health and for dealing with disease and subnormality.

With a view of meeting the demands for training courses in school health problems which should appeal to superintendents, teachers, physical educators, public health nurses, and school nurses, the 1926 Summer Session of the University will offer the following courses:

F115s. **Methods and Materials in Health Education.** Miss Mabel Bragg, Assistant Superintendent of Public Schools and Director of Health Education, Newton, Mass. Designed primarily for teachers and supervisors of school health and for school health nurses. Special lectures will be given by Miss Sally Lucas Jean, formerly Director of the Education Division of the American Child Health Association, now Director of Health Consultant Service, New York City.

9s. **School Health Problems.** Professor Forsythe. Given in the School of Education to candidates for B. S. in Physical Education.

4. **Applied Nutrition.** Miss Gillam. Lectures and demonstration.

11s. **General Hygiene and Public Health.** Professor Sundwall. Lectures, recitations, and demonstrations.

10s. **Child Hygiene.** Professor Sundwall. Pre-school Hygiene.

5. **Principles of Public Health Nursing.** Professor Bartlett.

Other courses in Public Health and closely related subjects are offered. For further information, write Secretary, Summer Session, University of Michigan, Ann Arbor, Michigan.

RURAL SUPERVISION

(*Continued from Page 461*)

ciety support such a bill, but each individual member should lose no opportunity to further the interests of the measure. One of the greatest needs for rural education today is adequate supervision. Our problem is to make the parents of children who are in school, school officers, and members of the Legislature realize the importance of rural school supervision. Teachers and educational leaders realize the situation. The following resolution relative to rural school supervision was adopted by the Michigan State Teachers' Association at the Detroit meeting last November:

"The most important unsolved educational problem in Michigan and America is the rural school. Why should we be so long in correcting this difficulty? The legislatures of this state for the last three decades at least have considered the supervision of the country school of so little importance that they have made practically no change to provide for it. A few counties like Wayne and Oakland have succeeded in getting action through the county board of supervisors to enable them to adopt a modern method of supervision. Has this great state forgotten that Michigan has its cornerstone in the Ordinance of 1787, that fifty Michigan teachers sponsored the first bill before Congress asking for federal aid for education, which was first vetoed by President Buchanan, but later passed and signed by President Lincoln, a great champion of democracy; that the Michigan Agricultural College was the first land grant college in America; that Ypsilanti had the first Normal of its kind and other instances where we have stood in the forefront of educational progress? Following the spirit of our early educational leaders, we are decidedly opposed to allowing the rural school to remain longer as a laggard in our educational system."

APROPOS TEACHER SELECTION

The letter which follows was mailed the latter part of February by Prof. J. B. Edmonson, University Inspector of High Schools, and Mr. C. L. Goodrich, Assistant Superintendent of Public Instruction, to all non-North Central high schools in the state:

To the Superintendent of Schools and the Board of Education:

We believe that you will agree that the biggest job of any superintendent is that of the careful selection of teachers. This important task is too frequently neglected, with the result that many pupils waste part or all of a year under incompetent teachers. It is our opinion that a school can usually secure a strong corps of teachers by the following policies in their selection:

A. The policy of seeking out strong teachers rather than waiting for the weaker candidates to make application. (A little money expended for traveling expenses in hunting for the right candidates is a good investment,)
B. The policy of selecting teachers carefully and in terms of the work to be done.
C. The policy of paying such salaries as will prevent the loss of present teachers of marked efficiency and attract strong teachers.
D. The policy that all vacancies on the teaching staff of accredited high schools should be filled by the Board of Education from a list of candidates recommended or endorsed by the superintendent or superintendent-elect.
E. The policy of holding the superintendent of schools responsible for mistakes in the employing of teachers. The superintendent's responsibility in determining the amount and quality of the preparation of the candidates as well as discovering the success of candidates in previous positions needs to be emphasized. Superintendents should not seek to avoid this responsibility. (If the superintendent is to held responsible, he must have freedom and authority to select teachers to recommend to the school board.)

The minimum preparation to be demanded of teachers in accredited schools is set forth in the University standards. These should be studied by the superintendent of schools. It is our belief, however, that accredited schools should plan to enforce higher requirements than this minimum.

We wish to urge schools to make very liberal use of the appointment bureaus maintained by the different normal schools, colleges, the University, and the Michigan State Teachers' Associaton. In view of the fact that teachers have to pay the fees exacted by private teachers' agencies, it would appear highly desirable to secure teachers through agencies that do not demand a fee for placement. With twenty or more free agencies at the command of the superintendent, it seems quite unnecessary to call on a private agency for candidates, except in unusual cases.

There are many other questions that could be discussed in a letter of this kind, but we will content ourselves with stating some of these questions, together with our opinion as to the answers:

A. Q. Should home-talent teachers, i. e., former students of the schools, be discriminated against?
   A. No, provided they possess the required preparation and have had two consecutive years of successful experience in a graded school of good standing.
B. Q. Should local teachers be paid less than outside teachers?
   A. No. It is clearly unfair to penalize a local teacher.
C. Q. Should the question of the superintendency be settled before the appointments of teachers?
   A. Yes.
D. Q. Should the board insist on an interview with all candidates?
   A. It is better to leave this to the superintendent of schools, or a small committee of which the superintendent is a member.
E. Q. When should the board take up the question of employing teachers for next year?
   A. The question should be considered before the spring vacation.
F. Q. What should be the minimum salary of a new teacher?
   A. This depends on the salaries paid in competing systems, the local cost of living, and the amount of the teachers' preparation. If the district expects to attract and retain efficient teachers, a living wage, plus a sum for emergencies, savings, payments on indebtedness for schooling, etc., must be offered. Any of the teacher placement agencies can advise as to current salaries.

We also wish to urge the school board to recognize the fact that teachers are entitled to a legal contract. The law requires such a contract to be in writing, approved by vote of the school board, and signed by a majority of the board.

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UNIVERSITY'S REVISED APPLICATION FOR ADMISSION

At the last annual meeting of the high school principals a Committee on College Entrance Requirements was appointed and instructed to offer its services to the University. President Little of the University was very much elated by this action and welcomed the co-operation of the Committee with sincere words of appreciation. He at once asked for a joint meeting of this committee with a special committee from the University. This joint meeting was endorsed by the Executive Committee of the M.S.T.A., and two meetings have been held.

The Committee of High School Principals desires to inform the schoolmen of Michigan at this time concerning the work of this joint committee, because some of the results will be effective before the Committee has an opportunity to make a formal report before the departmental meeting in December. Thus this brief report on some phases of the work at this time.

Dr. Clarence Cook Little addressed the joint committee at its first meeting. He stated that the present system of admission, resulting as it does in a high "mortality" in the freshman year, is wasteful and cruel. He thinks it is good business and good humanity to spend more time and more money in ascertaining facts concerning the maturity, honesty, financial responsibility, fixity of purpose, and strength of character of applicants. He believes in the institution of Freshman Week, the reduction of freshman "mortality," and in the "humanizing" of higher education.

With these objectives in mind the committee first worked out a revised form of application for admission. This blank will soon be in your hands. As stated on the blank it is the product of the two committees. As you make a study of this blank the principals wish you to keep two things in mind. The three general aims actuating the committee, and stated on the blank, are cardinal essentials. These aims will be striven for by the University in co-operation along several lines, especially in the creation of Freshman Week. The objective is to more intelligently assist the new student in his adjustment in a new environment. The other point to keep in mind is that *no changes have been made or suggested in regard to requirements for admission.* The principals wish to emphasize that no effort has been made to bar applicants. The entrance qualifications remain the same, but the transition and adjustments are objectives of improvement. Principals will further note that this blank adds no burden to the principal's work, as Part II may be filled out by a delegated teacher.

This statement is made now to give authentic information to the schoolmen of Michigan concerning the work of the joint committee on the revised application for admission. The High School Committee gives its full endorsement to this work and trusts that it will be received in the state in the spirit in which it was made.

IN MEMORIAM U. STANLEY WILSON

U. Stanley Wilson was born in Eden, Ontario, in 1880. At the age of ten the family moved to Marlette, Michigan, where he lived for ten years. He was graduated from the Michigan State Normal College, at Ypsilanti, in 1903, and then went to Millington, Michigan, where he was superintendent of schools for four years. From there he went to Quincy, Michigan, where he was superintendent of schools for two years, and from there to Lapeer, where he held a similar position for two and one-half years.

In 1916, he completed the work on his degree at the University of Michigan and then traveled in Michigan for Newson and Company, publishers, for several years. He left this work for a year, then joined Silver, Burdett and Co., in 1922, and remained in their employ until his death.

He died December 17, 1925, in St. Joseph's Hospital, Ann Arbor, Michigan. He is survived by his wife, Florence E., two sons, James aged four and Jack aged five, one sister, Mrs. F. B. Wilson, Ypsilanti, and two brothers, James, of Phoenix, Arizona, and Joe, of Detroit.

MT. PLEASANT NORMAL LOOKS FORWARD

By J. CARL SHEIL
Publicity Director, M. S. T. A.

Political speculation on the future policy of Michigan's state normal schools is concluded. That issue was nicely and quietly settled at the recent extra session of the state legislature. No more state normal schools will be established soon, if ever, the last of the present problems being the final location of the new fifth normal authorized by the legislature at the regular 1925 session.

Central State Normal School, popularly referred to as the Mt. Pleasant Normal, because of its location, will remain just where it has always been located. That normal school now looks forward to a future far better than at any time in the past several years. It has been sorely in need of a modern and spacious new central building to take care of its ever increasing enrollment of students, and it will soon realize the supply of that need.

House Bill No. 1, File No. 1, of the extra session appropriates $750,000 with which to construct and equip a new modern library and administration building at that institution. This new structure will supplant the very old one which was destroyed by fire during the winter, and insures the permanency of this old and well established state school.

This measure was introduced in the House on the first day of the session, as the first bill, by Rep. Ernest R. Dexter, a Mt. Pleasant merchant. His bill had no difficulty in passing both branches of the legislature. It engendered no debate and encountered no opposition of any kind. The measure, which comprises only 10 lines in the printed bill, appropriates the sum of $750,000 for the big new building, and specifies that the building "shall be constructed and equipped within such appropriation." The act also repeals Act No. 367 of 1925, which appropriated $100,700, of which $93,500 was to complete the library, and the remainder for minor improvements about the institution. The repeal of course only applies to any part of that appropriation not already expended, and which was all provided for the present fiscal year which ends June 30, 1926.

There was a tide of press publicity and of comment in political and school circles as to what might happen after the old administration and library building at Mt. Pleasant burned. Political prognosticators had it that all or a part of the Mt. Pleasant institution would be relocated at Bay City or Saginaw, that there would soon be created a sixth and a seventh new state normal school, located to the convenience of the population in the northern extremity of the lower peninsula.

Then the legislature met in extra session at Lansing. Governor Groesbeck, who had never uttered a word on the subject to even justify any of the near phophesies as t more and more state normal schools, modestly referred in his message to the legislature that an ample appropriation was needed at once to rebuild the Central Normal School. The Dexter bill was passed, and as soon as the Governor signed the measure it was in force, as it was given immediate effect.

Already tentative plans are under way for the fine new structure to be erected on the site of the old administration and library building, which for so many years had served its important uses for Central Normal. As soon as the architect's plans are perfected the building will be under way.

This structure will consist of a modern library department, ample in space and facilities to care for a library in many years to come. It will also have the new feature of social rooms for both the men and women students of the institution, to take care of such activities as the Y. M. C. A. and the Y. W. C. A., along with the general social phases of a normal school.

Then there will be a large auditorium. Besides this there will be many classrooms for academic subjects, and all of the administration offices of the institution. This is the general outline of the new building which is to be erected at once at the Mt. Pleasant Normal School, and which will insure for this institution a permanent place in the sun of Michigan's educational facilities for teachers for all time to come.

There were several distinct losses to the institution by reason of the fire which destroyed the old building. It was an old and inadequate structure, a daily prey to fire. The loss of the building alone would have

(*Continued on Page 481*)

MICHIGAN HIGH SCHOOL MUSIC CONTESTS

By JOHN C. KENDEL
State Director of Music

Music contests in the Michigan high schools are organized with this motto in mind:

"Not to win a prize or defeat an opponent, but to pace each other on the road to excellence."

The contest movement which is sweeping the country is one of the greatest stimuli yet found to create enthusiasm among high school students. As long as the instinct of competition and comparison prevails we shall find this condition existing.

The benefits derived from this friendly competition are wonderfully stimulating and lead to unmeasured advancement in musical performance and appreciation.

The inspiration that comes from exchanging ideas and ideals, the comparisons possible of tone, quality, interpretation, accuracy, and musicianship, are of lasting benefit not only to the students but to the directors as well.

In the lower peninsula, prelinimaries will be held at the three Normal Schools—Kalamazoo (Western Normal), Mt. Pleasant (Central Normal), and Ypsilanti (Michigan State Normal). Classes B and C will compete Thursday, May 13; Class A, Friday, May 14. The finals for all three classes will be held in Lansing Friday, May 21.

In the upper peninsula the contest will be held at Marquette (Northern Normal), Thursday and Friday, May 27 and 28.

It is hoped that many schools will avail themselves of this wonderful opportunity of exchanging ideas and ideals during these conclaves.

The following selections have been chosen:

Vocal Numbers

Boy's Glee Club

Class A (700 and over)
- Size of group: 16 to 24
- Set piece: "My Homeland," Gaines, G. Schirmer, New York.
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Class B (300 to 699)
- Size of group: 12 to 20
- Set piece: "Haste to the Bower of Robin Hood," Alfred Moffat, A. P. Schmidt & Co., 8 W. 40th St., N. Y., No. 461, Men's voices, 12c.
- (Note: For G, first tenor, 4th line, D may be substituted).
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Class C (Up to 300)
- Size of group: 4 to 12
- Set piece: "Song of the Armorer," Geo. B. Nevin, Oliver Ditson Co., 178 Tremont St., Boston, No. 12894, 8c.
- (Note: It is suggested that the solo be sung at least once by all first basses.)
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Girls' Glee Club

Class A
- Size of group: 16 to 24
- Set piece: "Persian Serenade," Matthews, G. Schirmer, New York, No. 5526, 12c.
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Class B
- Size of group: 12 to 20
- Set piece: "Dreaming," Shelley, G. Schirmer, New York, No. 4877, 12c.
- (Note: In next to the last measure contraltos sing A, second added line below the staff, in place of the low F at the hold.)
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Class C
- Size of group: 4 to 12
- Set piece: "To a Wild Rose," MacDowell, A. P. Schmidt & Co., 8 W. 40th St., New York, No. 754, 12c.
- Free choice; accompanied or unaccompanied; limited to 4 minutes.

Mixed Chorus

Class A
- Size of group: 32 to 48
- Set piece: "Trees," by Oscar Rasbach, G. Schirmer, N. Y., No. 7123, 12c.
- Free choice; accompanied or unaccompanied; limited to 5 minutes.

Class B
- Size of group: 24 to 40
- Set piece: "Gypsy Life," Schumann, C. C. Birchard & Co., 221 Columbus Ave., Boston, No. 201, 14c.
- Free choice; accompanied or unaccompanied; limited to 5 minutes.

Class C
- Size of group: 8 to 24
- Set piece: "The Old Road," John Prindle Scott, G. Schirmer, N. Y., No. 6941, 15c.
- Free choice; accompanied or unaccompanied; limited to 5 minutes.

Instrumental numbers

Orchestra

Class A

Set piece: No. 1, "Ballet Egyptien," Luigini, Carl Fischer.
Free choice: Limited to 7 minutes.

Class B

Set piece: "Prelude" L'Arlesienne Suite No. 1, Bizet, Program III, Symphony Series, Silver Burdett & Co., 221 E. 20th St., Chicago.

(Note: Carl Fischer arrangement, T841, may be substituted.)
Free choice: Limited to 7 minutes.

Class C

Set piece: "Marche Militaire No. I," Schubert, Program No. 1, Symphony Series, Silver Burdett & Co., 221 E. 20th St., Chicago.

(Note: Carl Fischer Progressive Series may be substituted.)
Free choice: Limited to 7 minutes.

String Ensemble

Class A

Grouping: Two violins, viola, and 'cello.
Set piece: "Andante Cantabile," Tschaikowsky, (Stessoll), Carl Fischer.
Free choice: Any number originally written for string quartet.
Limited to 5 minutes.

Class B

Grouping: String Quartet.
Set piece: "Saraband," Bach, Academic String Quartet Album, Carl Fischer.
Class B, in case there is no string quartet, may enter the following classification:

Classes B & C

Grouping: Piano and any combination of two to six stringed instruments. (No fretted instruments such as mandolin, guitar, or banjo.)
No set piece. Each group allowed two numbers. Total playing time limited to 10 minutes.

Classes A, B, & C

Grouping: Brass or wood wind ensemble; brass quartet, wood wind quartet, or wood wind with French horn ensemble.
In case there is sufficient demand for any of these groups mentioned, a competition will be organized in this field.

For further information write to the Director in charge of the district in which you are located or to John C. Kendel, State Director of Music, Lansing.

I realize, of course, it is necessary not merely to have intelligence; it is necessary beyond that to have a disposition to do right. * * * Any system of education that we develop should provide for education and training along both of these lines.—*Calvin Coolidge.*

SOURCES OF MATERIAL

(*Continued from March*)

Much material of value to teachers can often be obtained at little or no expense. The following list may suggest something of help to you:

20. *Breakfast Food Exhibit.* Shows the process in the manufacture of three well-known breakfast foods. For home economics and geography teachers.

21. *Paper Making Exhibit.* Consists of several bottles, which show the processes in the manufacture of paper from rags. Cost $1.00.

22. *Health Hero Series.* Intended for reference or supplementary material in health education work. Sent to superintendents and principals.

23. *Flour Exhibit.* The steps in the making of flour from wheat to the finished product.

24. *The Romance of Carborumdum.* The story of the discovery of this wonderful product.

If you are interested in any of this material ask the Service Bureau of State Teachers Associations, 416 Shops Building, Des Moines, Iowa, to have it sent to you. Requests must be made on school stationery or have the o. k. of superintendent or principal and must show the title of the applicant. *Only one exhibit can be sent to a school.* Coins are sent at the sender's risk.

MT. PLEASANT NORMAL

(*Continued from Page 479*)

been no loss at all, but the fire did destroy some 30,000 volumes comprising the library. It destroyed many other things of value, but the one thing burned up which it may never be possible to completely replace was the record of the thousands of men and women who have graduated from that institution. Those persons have been scattered all over the world, and in many instances it will probably be impossible to locate them again.

With a commodious fireproof structure, and large modern vaults, this loss would not have occurred. When the new library and administration building is completed and in operation, it will not happen again. At any rate, out of the catastrophe of the fire at Mt. Pleasant Normal there will arise a new building to meet its demands for 1,000 students in place of the old capacity of 350, and that institution will carry on in the atmosphere of a normal college life which requires many, many years to build up in any community.

NEW HEAD OF DEPARTMENT OF RURAL EDUCATION AT CENTRAL NORMAL CHOSEN

M. L. Smith

Maurice Lemuel Smith will succeed the late Professor John Kelley as head of the Rural Education Department of Central Normal at the opening of the summer term. Mr. Smith is Professor of Rural School Administration at Kansas State Teachers College, Emporia. He has been connected with the Emporia Teachers College nine years and before that had fifteen years' experience teaching in the rural schools of Kansas and acting as superintendent of schools at Oakley, Sharon Springs, and Kincaid, Kansas. He has completed his residence work for the Doctor's degree at Columbia University and during the present school year has been engaged in graduate study at Leland Stanford University, working on his Doctor's dissertation on the subject, "Transportation of School Children at Public Expense."

While at Kansas State Teachers College, Mr. Smith has served as director of visual education, director of the printing department, director of publicity, and director of the School Consolidation Department. Since 1910 he has served as instructor in thirty-two teachers' institutes and was special lecturer in rural education at the University of Tennessee during the summer of 1924. As director of the Department of School Consolidation at Emporia, Mr. Smith has helped in the organization of more than one hundred consolidated schools and has helped plan fourteen new school buildings.

Mr. Smith is a forceful and interesting public speaker and, with his background, is bound to occupy a prominent place in Michigan educational circles. Central Normal is to be congratulated on securing Mr. Smith's services.

HIGH SCHOOL DEBATING LEAGUE

As a result of the first Elimination Debate, the following schools survived and debated in the second Elimination Debate on March 19 as scheduled below. Results of the second debate are not yet entirely known. In each pair the first named school had the affirmative, the last named school the negative, and the school underlined entertained the debate.

St. Stephens (Port Huron)—Millington
Ypsilanti—Mt. Clemens
Stockbridge—Kalamazoo Normal
Elsie—West Branch
East Grand Rapids—Berrien Springs
Custer—Muskegon Heights
Kingsley—Ludington
Petoskey—Sault Ste. Marie
Northville—Leslie
Hudson—Monroe
Tekonsha—Buchanan
Detroit Northern—Flint
Halfway—Yale
East Lansing—Vassar
Springport—Gaines
Kalamazoo Central—Ann Arbor

Each school participating in the Elimination Series will receive the University of Michigan Wall Plaque Trophy, made possible through the generosity of the Detroit Free Press.

The final State Championship Debate of the Michigan High School Debating League will be held at Ann Arbor in the Hill Auditorium on Monday evening, May 10.

STATE OF MICHIGAN

DEPARTMENT OF PUBLIC INSTRUCTION

THOMAS E. JOHNSON, Superintendent

EVENING SCHOOLS

In 1920 there was in the United States a male population of fifty-three million. Of these, sixteen million were of school age, four to twenty-five years. The great majority are adults and engaged in some useful occupation. If their education is to be continued, it must be largely by means of evening classes. Their experience is valuable as a means of education and as a means of bringing about a realization of the need of education. To say that society has no further responsibility so far as they are concerned is to discount the value of experience. The life career motive is the greatest single asset available for stimulating youths and adults to their best efforts in the classroom or in employment. Here is the chance to use it.

Dr. Charles A. Prosser of Dunwoody Institute asserts that this group challenges the educator. He says, "The great masses who need education are not of school age and they are not going to remain neglected indefinitely, either the forces now in control of educational endeavor in this country are going to serve them or some other group will arise and do so."—*K.G.S.*

HOME ECONOMICS CONFERENCE

An informal home economics conference in teacher training was called at the Michigan State College, January 29 and 30, 1926. Invitations were sent to all state and private colleges doing teacher training work along this line. Ten topics or questions were offered for selection and of these the following were chosen: Three-Year Course of Study in Normal Schools; Time Studies in Practice Teaching; Graded Observation Outlines; Home Projects; Teacher Training Problems; and Family and Community Relationships.

Miss Ruth Freegard, State Supervisor of Home Economics, presented to the conference the following outline:

WHAT CAN THE HOME ECONOMICS SUPERVISOR REASONABLY EXPECT THE TEACHER TRAINING DEPARTMENTS TO ACCOMPLISH IN PREPARING TEACHERS?

1. Block out and plan units of work for her courses. Assumes knowledge of Smith-Hughes and modern home economics requirements.
2. Estimate approximate length of units. This does not mean estimate time for completion of a garment.
3. Know and expect good standards such as simple technique of stitching, cooking, posture, sanitation.
4. Know what standard of conduct and discipline should be maintained.
5. Keep records regularly and neatly, for class attendance, grades, expenditures, proctor work, inventory.
6. Have class discussions with thought-provoking questions (not lectures) in which teacher or pupil or both use illustrative material.
7. Maintain good housekeeping standards, demanding a place for things—then keeping them in their places. Food cupboards, particularly.
8. Use and expect correct English. Talk in complete sentences.
9. Give careful thought to the marketing situation and use tact and care in dealings with storekeepers. Marketing is one of the most conspicuous activities and most readily recognized weaknesses of the teacher.
10. Be friendly and courteous to pupils, fellow-teachers, school authorities, and community.
11. Take part in school and community activities, thinking through the situation and choosing the activities with discretion and regard for health, capabilities, and value to the community.
12. Observe good standards of professional ethics.

WANTED-THREE TEACHERS

Men under 35 who can be away from home to sell Visual Education to Individuals. Excellent opportunity for Summer or permanent connection. Write

KEYSTONE VIEW COMPANY

Meadville, Pa.

SCHOOL LAW

The Union School District of the City of Saginaw, a body corporate, v. The Council of the City of Saginaw, 232 Mich., 639.

STATEMENT OF FACTS

"In the spring of 1924, the Board of Education of the Union School District of the City of Saginaw adopted its estimate for the ensuing year and filed same with the Board of Estimates of the City of Saginaw. The Board of Estimates reduced the amount of money determined by the school board to be necessary to be raised over twenty thousand dollars. Thereupon the school board requested the council of the City of Saginaw to assess the full amount of money asked by the school board. The city council refused to assess the full amount, but did assess the amount as reduced by the Board of Estimates. The charter of the City of Saginaw creates a Board of Estimates composed of five members appointed by the city council."

STATEMENT OF LAW GOVERNING

"The council justifies its action by calling attention to the provision of its charter as follows:

'Section 328. Before any money shall be raised, or taxes levied and collected, for the purpose of the several funds mentioned in this charter, or for school purposes in said city, the estimates of the council, the board of education and the Union School District, of the amount of moneys required for such funds or purposes, shall be submitted to said Board of Estimates for approval, and before any bonds or other evidences of indebtedness shall be issued by the city, said issue shall be approved by said Board of Estimates, unless they have been authorized by vote of the people, as provided in this charter, the constitution or general laws of the state. The estimates for the general city taxes shall be acted upon by the council, as provided by this charter, and shall be submitted to the Board of Estimates on the first Monday in May, at which time the board of education and Union School District shall each submit to said board its estimates for school purposes, to be considered by the board and reported by it to the council on or before the third Monday in May. The said board shall carefully consider all estimates required by this charter to be submitted to it, of moneys to be raised as aforesaid, and shall approve or disapprove of the same. It may decrease the amount to be raised, but shall not increase the same. *The said board (Board of Estimates) shall have the power and it shall be its duty after careful consideration of the various estimates referred to, if it shall deem it advisable to do so, to disallow any item, items or parts of items, in the different funds as well as the gross amount thereof, as said board may deem advisable. It shall be unlawful for the council of said city to create any indebtedness or expend any moneys as to items specifically disallowed and disapproved by said Board of Estimates'.*"

RULING OF THE COURT

"It is the claim of the school board that the charter provisions shall be construed in the light of the provisions conferring upon the board of education its powers and duties, and that when so construed the Board of Estimates may not eliminate items germane to the system of schools as described in the charter of the plaintiff.

"A companion case in nearly all respects is the recent case of Board of Education of Saginaw, East Side, v. Board of Estimates of the City of Saginaw, 230 Mich., 495. We quote:

'If plaintiff (council) is right, then the legislature must have intended in effect to take from the school board and to give to the Board of Estimates the power to determine, from which no right of review or appeal is given, the length of the school year under the statute, the number and compensation of the teachers, and the character and quantity of materials, supplies, and equipment for the district, for if the Board of Estimates has power to say upon the estimate how much and for what purpose money may be raised, it is by its absolute power of veto virtually the master of the affairs of the school district.

'This was not intended. If it were, we might expect to find a clear legislative expression to that effect. The statute makes no provision for supplying the Board of Estimates with facts, data, statistics, reports, etc., so that an intelligent judgment on the matter might be passed, nor does it require that the school board exhibit its affairs, its needs, its problems, to the Board of Estimates.'

"If the Board of Estimates may cut the salary of the superintendent $500.00, as it did in the instant case, it may cut it in halves and prevent the hiring of a competent man because of the inadequacy of the salary. This also applies to the other items which were reduced.

"A reply to the argument (of council) is found in the few words of Justice Clark:

(*Continued on Page 493*)

SCHOOL BUILDINGS

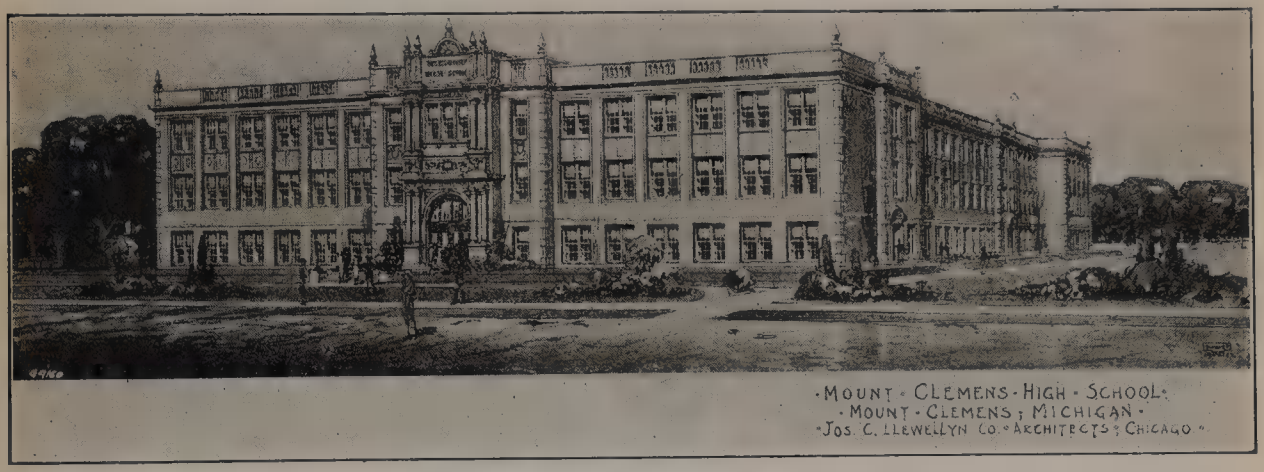
W. L. COFFEY
Deputy State Superintendent

MT. CLEMENS HIGH SCHOOL

Mt. Clemens is one of the cities that has recently constructed a modern, first-class high school for the purpose of providing a program that is sanctioned by the best educational thinkers of today. An examination of the floor plans shown herewith will show the reader how carefully the superintendent of schools, the school board of Mt. Clemens, and the architect, have planned the building to carry out such a program. The arrangement of the academic and special rooms and laboratories is such as to be convenient for school work and community use. The following statement furnished by Superintendent L. W. Fast enumerates some of the important facts about this new building:

FACTS ABOUT THE BUILDING

Actual cost of building, equipment, and grounds	$835,000
Cubical contents of building	2,660,094 sq. ft.
Cost of building per cubic foot, not equipped	27¼c
Cost per pupil to build	$517.00
Floor space in building	135,675 sq. ft.
Number of rooms	99
Number of students accommodated	1,200
Number of students enrolled this year	815
Seating capacity of auditorium	1,350
Seating capacity of gymnasium	1,000
Maximum capacity of gymnasium	1,500
Size playing floor in boys' gymnasium	66x95 ft.
Swimming tank, size 25x75 feet, holding	82,000 gallons
Lockers in building	2,566



THE FUTURE OF THE CHILD LABOR AMENDMENT

By Joy E. Morgan, Editor Journal of the N. E. A.

The first skirmishes on the proposed Child Labor Amendment were fought in many of the states during 1925. So bitter was the struggle in some quarters as to raise the question: "Shall teachers cease their support of the amendment?" The question should be faced frankly wherever it is raised. It has been suggested that the following points are involved:

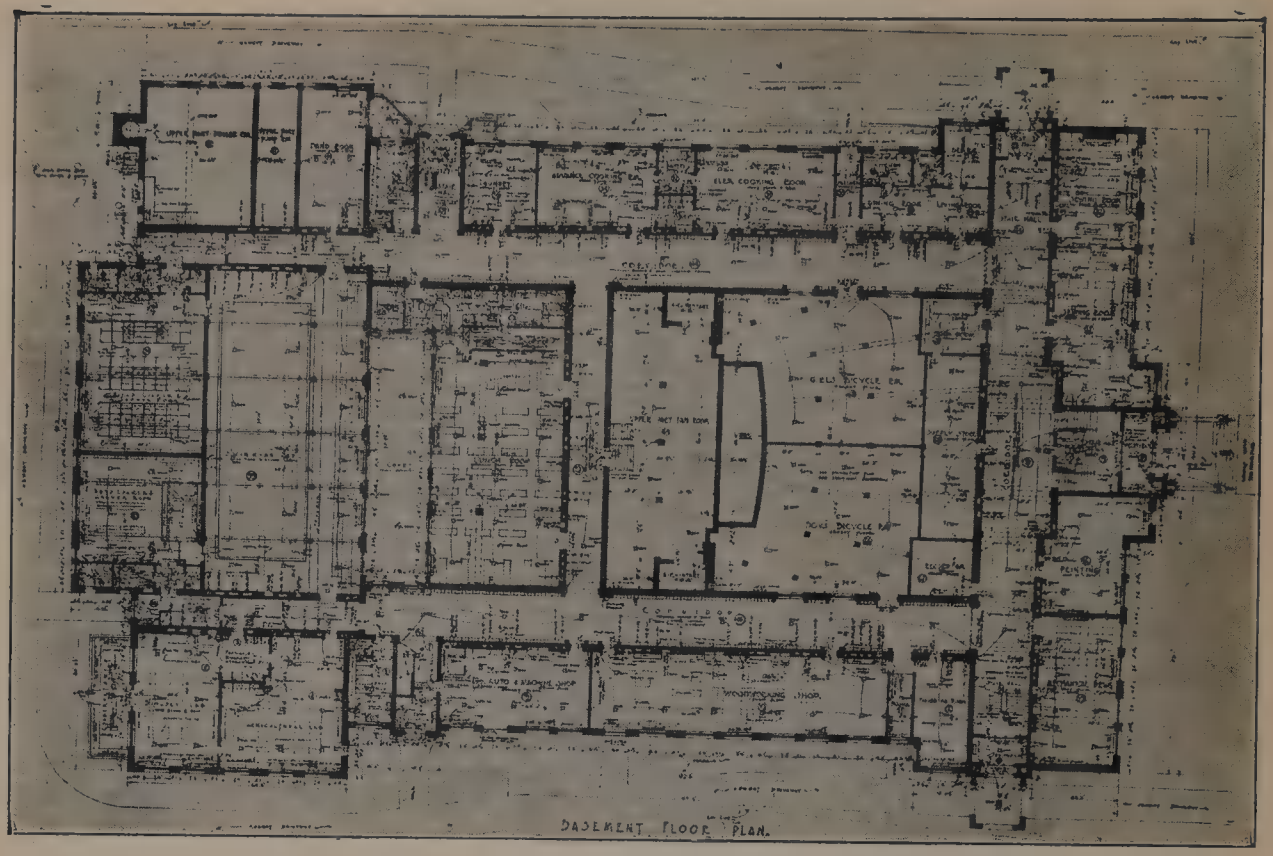
1. Have any arguments been urged against the measure that were not carefully considered in the elaborate hearings when it was before Congress?

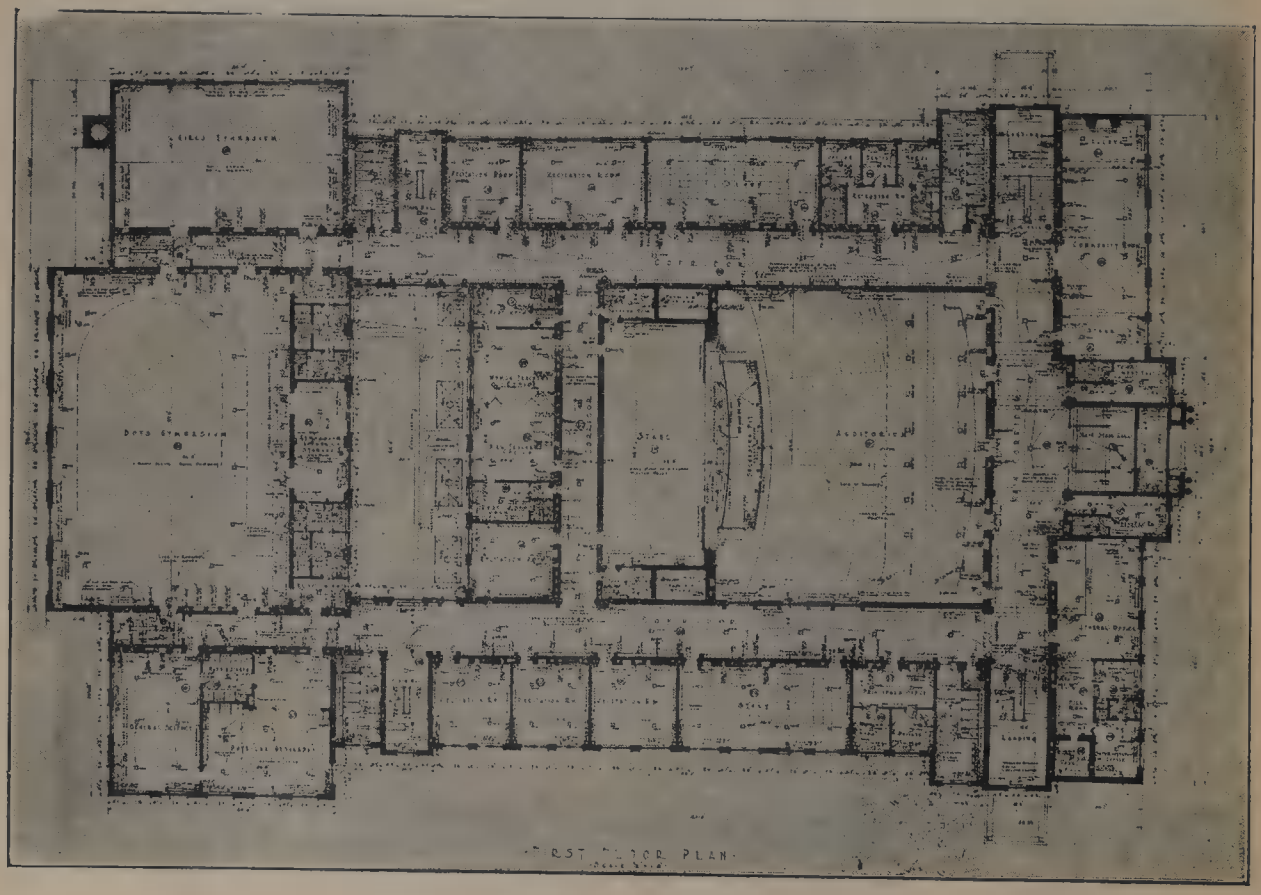
2. To what extent was the first impression which the general public had of the measure determined by the vigorous propaganda of mill interests?

3. Will the growing intensity of the competition in the textile industry between New England and the South make state regulation easier or more difficult?

4. Can any harm come from continuing teacher support for at least five years until the real issues and facts have been thoroughly brought out?

5. If teachers about face on this great issue at the first sign of difficulty, can they command public confidence in the future when they take a stand on other public questions?


BASEMENT FLOOR PLAN.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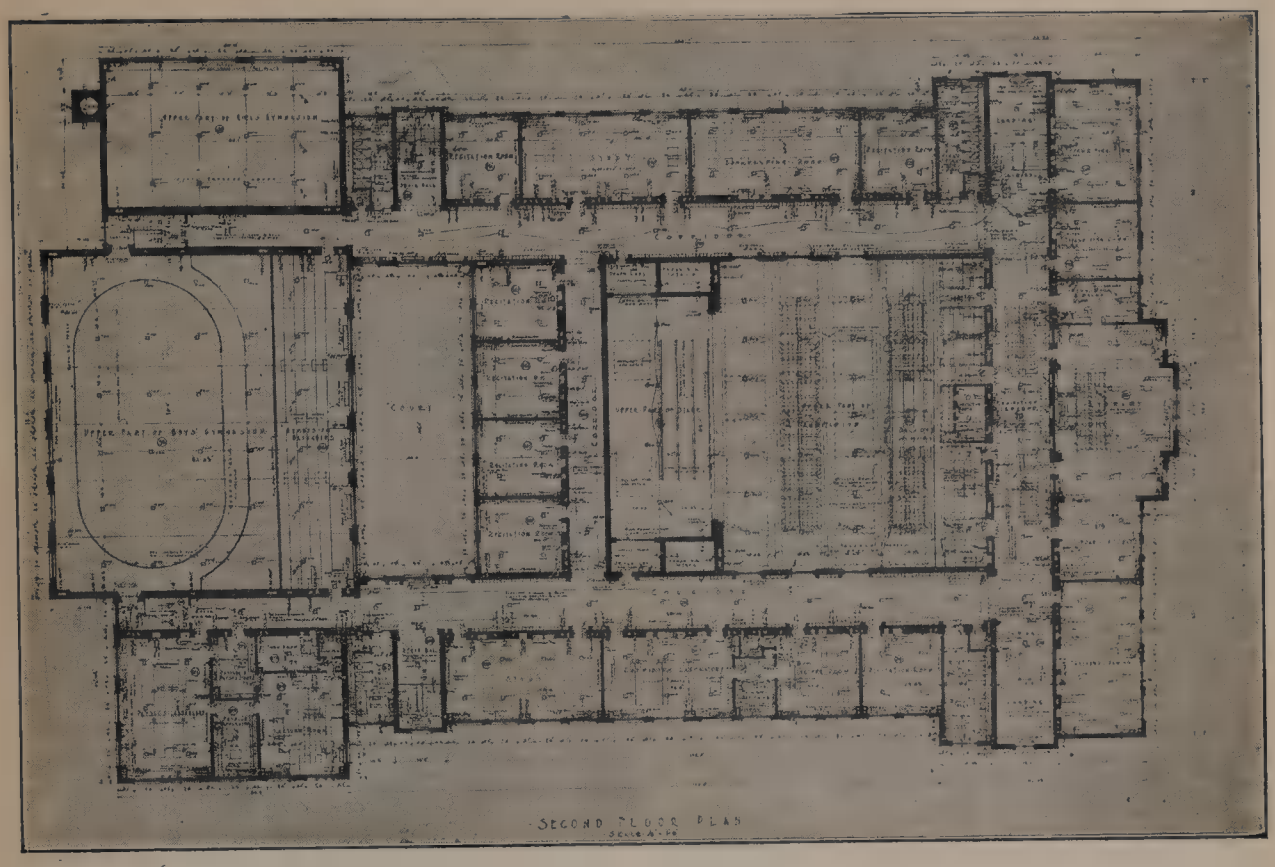

INDUSTRIAL ARTS

(*Continued from Page 473*)

worthwhile things to do with their hands. For them to pour over books alone and to have only books as their companions is no guarantee necessarily that they may not develop inflamed imaginations and devitalizing day-dreams.

To my mind, you, the industrial arts teachers, are in possession of an educational instrument exceptional in this respect that it gives possibilities not only for learning and for the development of skills, but in that it offers also opportunities for the development of attitudes and character traits. If now you convert your work into the carrying out of so many fixed exercises without reference to a student's purposes and creative hopes, if you formulize your instruction, if you have him join wood just for the sake of expertness in joining, if you do all of these things, then what I have said does not apply to your work, and as far as I am concerned you might just as well close shop and drop your work out of the school curriculum. If you are bent upon following the course that almost all teachers of other subjects already introduced into the curriculum have followed, namely the path that leads to a petrified formality in methods and materials, then I can predict no educational value for your efforts and can assign no particular place to your work in the educational scheme.

TEACHER SELECTION

(*Continued from Page 477*)

Now is the time to prepare for next year's work. A little time and thought given to the question of selection of teachers will save much trouble next year and guarantee a good quality of instruction. We hope that this letter will be read before the board of education and that policies will be formulated relative to the employment of teachers for the year 1926-27. If we can help you in determining these policies, we shall be glad to do so.

Sincerely yours,

C. L. GOODRICH
Asst. Supt. of Public Instruction

J. B. EDMONSON
University Inspector of High Schools

CURRENT LITERATURE

T. E. RANKIN
Professor of Rhetoric and Secretary of the Summer Session, University of Michigan

A BEAUTIFUL BOOK

KABUKI, THE POPULAR STAGE OF JAPAN. By Zoe Kincaid. Macmillan and Company, Limited. London. 1925.

Kabuki is an accumulation of theatrical treasure-trove quite unknown to London, Paris and New York. "The Japanese cannot live without the theater: it is in a most real sense part of the national life," says Mr. Laurence Binyon in his Introduction to Zoe Kincaid's *Kabuki, The Popular Stage of Japan.* He continues to the effect that through the theater the least educated become familiar with the heroic past of their country, its legends and its actual history, which abound in dramatic episodes; that it stimulates and sustains their imaginative life; that it is a bond of union for all sorts and conditions of men; that such a theater is worth knowing about. He claims for it that the art of this theater is, in all its details, of extraordinary interest; that no nation is so thorough as the Japanese in any art they undertake; that the Kabuki theater exacts the most prolonged and rigorous training from childhood in those who serve it, and that, therefore, their art is most finished. It is the claim made for the art of their theater rather than for its historical subjects which attracts our favorable attention. Unquestionably in this book the author conveys to us a sense of extraordinary interest. So much so that we are convinced, as we had already been almost persuaded upon the meagerest knowledge, that if we understood something more of the "scrupulous and intense dramatic art, so rich in tradition yet so alive to the finger-tips," of the Japanese popular theater, so brilliant in color, and so lovely in symbolism, we should then adapt some of its use and wont to the enjoyment, the enrichment, and the refinement of the theater of the West.

Zoe Kincaid lived for years in Japan, assiduously frequented the theater (not the Kabuki theater only) and made herself intimately acquainted with its history. She comments: "Statesmen, publicists, and editors of the Occident wax eloquent about Japan and her problems, but here is something they quite ignore and leave out of consideration, this manifestation of the pure spirit of the people with minds relaxed enjoying the theater art that pleased their ancestors."

There are three separate and distinct theaters in Japan: First, the No, or classic drama, with its masked figures, perfected five hundred years ago; second, the Doll-theater, in which marionettes interpret complicated ballad-dramas, an art alive in Japan for more than three hundred years; and third, Kabuki, the popular theater, founded by a woman, reigned in supremely by men for three hundred years, and now, with that revolution which "radicals" in criticism and everything else love so much, coming full circle round to the point of starting, with, in this case, women today again as most attractive. The No, or classic dramas, became crystallized into an art under the patronage of the Shoguns, particularly under the Shogunate of Yoshimitsu in the years 1368 to 1398 A. D. A thousand years or more of song, poetry, dance, and minstrelsy had filled Japan to the brim before this date, and the three theaters all inherited this rich legacy. The Doll-theater and Kabuki rose at about the same time, both popular arts. Japan's doll-theater is the best in the world: "doll-men trained from childhood to acquire the technique to manage the cold and lifeless forms through which flows the creative genius of the handlers; minstrels and musicians who have devoted their lives to the interpretation of the plays; and the best brains of the dramatist employed in order that the dolls may be triumphant and their use fully justified."

The No theater had become the exclusive amusement of the higher classes in society, and was regarded as a means of culture. The people wished to have their own form of entertainment, informative, to be sure, but entertaining chiefly. The Kabuki theater came into existence to meet this wish, and it has amply done so. In the No both actor and playwright have been subservient to interpretation, and art has been considered greater than personality. In the Doll-theater, the writer of the plays, and the minstrels, and the doll-handlers, all have worked with such enthusiasm that they have forgotten their own personalities and have been absorbed in their marionettes, a self- effacing theater co-operation. A good deal of Kabuki, however, has been ephemeral, the actors improvising as they thought fit rather than subordinating themselves to permanent meaning or to what could be skillfully done with a lifeless doll. The actors have been everything, the play-wrights wholly their servants. And yet the art of the Kabuki theater has been not much less unconscious than that of the other two theaters; it has lost itself in the intense desire to interest the audience. The music of the Doll-theater owed its inspiration largely to the No, and Kabuki was profoundly influenced by the marionettes of the Doll-theater. Kabuki actors have wished to do as well as the manipulators of the marionettes. Yet the inexhaustible suggestiveness of the No has influenced directly Kabuki, too. Rhythmic movement to express emotions, symbolic gestures, pantomime, and postures the Doll-men provided for

Kabuki. "Stepping in imaginary waves, washing the feet in water that does not exist; cooking food without fire, drinking tea from empty cups; blows that do not touch; cold steel that does not clash,"—all these were derived by Kabuki from the No. "If there is one direction," says Zoe Kincaid, "in which Kabuki shows the true craftsman more than any other it is the pictorial. It is doubtful if on any other stage in the world can be viewed more charming effects achieved by such simple means. A red lacquered bridge over an iris pond, and the characters in picturesque combinations of colors; the soft greys and whites of a snowy scene, and in the center an ancient cherry tree in full bloom; the lonely camp fire of a beggar in the mountains, a castle moat in the moonlight; a single fantastic pine by the seashore, are some of the familiar Kabuki scenes."

A Japanese room open to the outside, is the setting for the action of most of the plays. To this room, which is in reality a platform for the players, the producer adds adjoining apartments, corridors, bridge-passages, verandahs; and the sloping Chinese roof is always present, either in part or as a whole. "Completing the picture are gardens and rustic gates, stone water-basins, stepping-stones, wells, bridges, ponds, fences, and stone lanterns, and he has surrounded his buildings with the favorite flowers of Kabuki, lotus, chrysanthemum, peony, iris, and azalea. With a true love of nature, he has placed in his scenes cherry and plum trees in full bloom, and has used pine trees and scarlet maples, drooping willows and feathery bamboo."

The theaters in one respect are superior to those of the West. Most of ours seem like stuffy, mouldy, malodorous, subterranean caverns. At the time Kabuki was founded, the name applied to the theater was Shibai, which meant to sit on the grass or earth. Much of the outdoor atmosphere of this origin still remains. The platform for performances was at first a temporary affair in the dry bed of a river, and audiences sat on the ground. Something of the Greek open air freshness has been retained throughout the three hundred years now past. In the enjoyment playgoers found in expectancy and recognition, too, the popular theater of Japan is like that of the Greeks; the Japanese know, as the Greeks knew, the story of most of their plays before they appear upon the stage.

The popular theater of Japan developed during the same period of history as that of England and the continent of Europe, within the past three hundred and twenty-five years. One of the things most differentiating them is the intimate character of the theater in Japan. There the whole theater is the stage and every person in the audience feels his connection with the play and the players. One of the most interesting features is the hanamichi, or flowerway, an extension of the stage proper to form a path through the audience. Two hanamichi are in each theater, one from each side of the stage. Over these enter and exit the actors, often groups as well as individuals, passing in the theater as they would pass in life. The revolving stage (revolving periaktoi were common in Greece also), supposed by some Europeans to be new, has been used in Japan for centuries. The Kabuki craftsman has been freed practically entirely from the picture-frame of the Occidental stage. His craftsmanship is chiefly pictorial in natural surroundings. The appeal is chiefly through the eye. The occasional practice of the Greek dramatist Aeschylus, of long periods of silence upon the stage, is almost the rule in Japan. Hence the flowering of unconscious power and unconcious grace which makes style,—proper conditions are present for the encouraging of natural talent, even genius. The Oriental drama differs from that of the Occident in that the western drama is a dialogue drama, while that of the East often holds the audience for long periods without speaking, by the power of suggestion only, though this is most in vogue in the symbolic or No theater.

Actors are brought up from childhood, from the age of seven or younger, in the atmosphere of the theater. There are many child roles, of course, even children's theater companies; but the upbringing is chiefly for later adult excellence of performance. Acting has been continued in families for generations.

There are specialists in women's roles, specialists in historical roles, in grotesques (even the No stage has a humoresque figure), in that of the melancholy lover, and many others. Yet much of the best acting is display of skill in fencing, wrestling, or swordsmanship, part of a stage fight being really an acrobatic display, though the leading actors never trouble themselves over these merely physical features. Many actors play many roles in their time,—sometimes, in the Kabuki theater, many in one day.

In religion, the players have been Buddhists chiefly. A woman, O-Kuni by name, a ritual dancer attached to a Shinto shrine, founded the popular theater of Japan, in the year 1596, beginning her work in the dry bed of the Kamo River in the city of Kyoto. Hence the Kabuki actors until recently were rather universally called by the aristocrats "riverside beggars." This sacred dancer danced and chanted a Buddhist sutra in the shadow of the Shrine of Izumo, in a period when Shinto, or the "Way of the Gods," and Buddhism, the "Way of Buddha," existed peacefully together in Japan. She had the artist's instinct for engaging the attention of others, and by skill and through the wish to communicate her conceptions of her simple and semi-religious dancing and chanting she drew as audience many more than the usual sacred dancer. One day she met and fell in love with a handsome and brave member of a military family, who saw that her dance was not quite interesting enough to hold large audiences and set himself to acting with her and to improving her technique, changing it into something appreciably like the dance of the Kyogen, or comic interludes given between the No plays, with popular songs instead of religious chants. The word Kabuki had long been applied to signify something comic, and it soon came, as applied by O-Kuni's assistant, Sansaburo, to

apply to everything connected with a popular stage.

Companies headed by women succeeded O-Kuni, in which women only or chiefly played. This constituted what was known as the Onna Kabuki or Woman's Theater. Soon men and women played together, indiscriminately, men taking women's roles (long before that a common thing on the Chinese stage), and occasionally characters of men were assumed by women. In 1629 the third Shogun strictly forbade female performances of any kind, even that women minstrels should sing accompaniments to the movements of marionettes in puppet shows. The puritanic Shogunate long continued this prohibition; and it was not until practically our own time that women were allowed again to act in Japanese theaters.

After the theater of O-Kuni followed, then, the Woman's Theater; and in 1617, a short time before the abolition of the latter, there was founded the Wakashu Kabuki, or Young Men's Stage. This was abolished in 1644 because the wife of an aristocrat had fallen in love with a young actor, charmed with his attractive dancing. Then followed the Yaro Kabuki, or Men's Stage. It is evident that the theater was considered a necessary part of life and could not be destroyed. The No theater had been a male theater for two hundred or more years before this. Theaters now rose rapidly in the three cities of Kyoto, Osaka, and Yedo (now Tokyo) in the forty or fifty years after the abolition of the women's stage; and then, beginning 1688 and lasting until 1703, came the period of Genroku, Japan's golden age. Two great actors appeared in those years, Ichikawa Danjuro (the ninth Danjuro being now in our day the greatest actor Japan has ever produced) and Sakata Tojuro. From that time on the actor rather than the musician or mere dancer has dominated the theater of Japan. Tojuro of Kyoto was the exponent of the principle of acting like the real, Danjuro the unreal. Tojuro was romantic and natural in his acting; Danjuro of Yedo rough, grotesque, picturesque, unnatural, unreal,—and eight members of his family have continued his tradition to this moment. Tojuro left no successors, though Ganjiro of Osaka in the present day seems the very incarnation of the old actor Tojuro. A certain actor in Tojuro's time had a son twelve years of age whom he wished to succeed him according to custom but who did not think it necessary for the boy to bother about how to write or to know anything about figures. Tojuro commented: "The art of the actor is like a beggar's bag and must contain everything, whether important or not. If there is anything not wanted for immediate use, keep it for future occasion. An actor should even learn how to pick pockets."

Tojuro began with acting a character in a play by Japan's greatest dramatist, Chikamatsu Monzaemon, a play first written in one act (the convention of the No theater), but later much expanded and today the favorite play of Ganjiro. Tojuro, acting for an audience eager for the taste and elegance of its environment, the city of Kyoto, took his inspiration from the aristocratic No theater. Danjuro, acting in the rough style, took his inspiration mainly from the Doll-theater, exaggerated it, made it even more highly artificial than the doll-men could with their marionettes, and thus presented unadulterated theatric material, with warrior roles as a specialty. Danjuros in succession until the present year have followed his practice, though bettering his taste and style. Both Tojuro and Danjuro, the first, were gifted with the literary turn of mind and took active parts in the composition of their own plays. Danjuro, despite his unreal acting, made the most famous of his plays a popularized version of **Atoka,** a No drama. Of this he made the most perfect music-posture play of the Japanese theater. After two hundred years it still holds audiences spellbound.

Sawamura Chojuro of Osaka, born 1680, died 1734, assimilated and harmonized the characteristics of the two celebrities who had preceded him, and more than any one else is responsible for the present-day rules of acting in the Kabuki theater, though Sojuro of Yedo, following the rough, imaginative acting of Danjuro, perhaps surpassed Chojuro and was even more versatile than Danjuro himself. Despite his anti-real tendencies, however, Sojuro was a highly accomplished gentleman, a composer of short poems, an adept in the tea ceremony, familiar with the No stage and a writer of plays. His time was in the Horeki period, 1751 to 1764. There followed a period of fourteen years, a period of intense criticism and unequal production, marking the beginning of a decline in the Kabuki theater. In the Kwansei era, 1789 to 1800, the decline was rapid, and during the years of Bunsei, 1818 to 1829, the downward plunge was swift indeed. Poverty was prevalent, and yet the price of admission to theaters was high, for most of the actors lived as extravagantly as before. Not until the Restoration period, the long reign of the Emperor Mutsuhito, 1868 to 1912, after the downfall of the Shogunate, did Kabuki rise again to its former status. This period is commonly called Meiji. The great actor in Meiji was Danjuro, the ninth, who upheld the treasured anti-real style of his predecessors, but also initiated the portrayal of roles in a new type of play called katsureki, or living-history, eliminating the inconsistencies of the historical pieces of the Doll-theater, and showing a good deal of the influence of western drama. As Zoe Kincaid says, "Kabuki, always acquisitive, standing between the idealism of the No and the realism of the Doll-theater, is no longer self-centered, but has become, like Kim, the friend of all the world, and is ever ready to learn from London, New York, Paris, or Berlin." The Eastern Theater has discovered that of the West, though the Western Theater, with the traditions of the Greeks and of Shakespeare, has failed to know and understand, much less adapt anything from, that of the East.

Perhaps the most interesting feature of the Kabuki theater is the playing of the onnagata, players who specialize in women's roles. They seek to impersonate woman as she is in real life. The best of them are as unconscious of their art as a bird of its song. Even though

(*Continued on Page 493*)

TEN OUTSTANDING MAGAZINE ARTICLES—MARCH, 1926

(Selected by a council of librarians for Franklin Square Agency)

The Jameson Raid and the World War—John Hays Hammond in SCRIBNER'S

Designed to help a revolution of the alien population of the Transvaal in the winter of 1895-96, the Jameson Raid in reality destroyed the revolutionist chances of success. Mr. Hammond took an active part in the revolution. He tells the true story of the raid.

Ethics and the Medical Profession—Richard C. Cabot in SURVEY GRAPHIC

An eminent physician and professor of ethics tells how medical students catch—rather than learn—the fine ethical attitude of their profession, and what the stir over "contract medicine" amounts to. His article also discloses some of the problems of a physician.

America, England and World Affairs—Arnold J. Toynbee in HARPERS MAGAZINE

One of the ablest British students of international relations looks into the future and reaches some interesting conclusions about the part that America and England may have to play—particularly in the storm center of the Far East.

Crime Waves and Crime Remedies—George W. Kirchway in SURVEY GRAPHIC

In the spirited article the still small voice of reason interprets the hullabaloo over crime, points out what we know and what we don't know and recounts the most constructive efforts for a solution. Five complimentary articles on crime in this magazine.

Lawrence of the Hejas—Edmund Candler in ATLANTIC MONTHLY

As everyone does not know, the most romantic figure of the war was Colonel Lawrence in Arabia. Edmund Candler has written the epic adventures of this young Irishman, Lawrence, who as a scholar, soldier and a man of mystery, fought single handed for the Empire.

Whose Children Shall we Starve—Judge Henry Neil in GOOD HOUSEKEEPING

130,000 children in the United States live in their homes by virtue of the Mother's Pension Law. 100,000 more are slowly starving for lack of this assistance. How long must we continue to choose between them.

Washington Irving—George Haven Putnam in FORUM

The third of the Forum Americana Series is devoted to the beloved American author, Washington Irving. Incorporated in the biographical sketch you find interesting notes about the conditions under which Irving wrote several of his popular books.

Sex, Art, Truth and Magazines—Oswald Garrison Villard in ATLANTIC MONTHLY

The editor of The Nation and an alert American attacks the plague of contaminating literature which is now visited on the people. After reporting the case, he advocates a surprising treatment of the "new" literature.

Why Should the Majority Rule—Walter Lippmann in HARPER'S MAGAZINE

Is the divine right of the majority due to be scrapped along with the divine right of kings? The editor of the New York World,

(Continued on Page 493)

EDUCATIONAL CALENDAR
1925–1926

April 1 -3	Michigan Schoolmasters' Club, Ann Arbor
April 2	Michigan Society for Vocational Education, Ann Arbor
April 11-17	National Conference of Music Supervisors, Detroit
April 23-24	Southwestern Mich. Science and Math. Ass'n., Kalamazoo
May 2- 8	National Music Week
May 10	Mich. H. S. Debating League State Championship Debate, Ann Arbor.
May 13-14	Eighth Grade Examination
May 18	World Good Will Day
May 21	State H. S. Music Memory Contest, Lansing
May 22	State H. S. Band Contest, M. S. C., East Lansing.
May 26-28	Michigan Branch, Nat'l Congress of Parents and Teachers, Holland
June 27-July 3	National Education Association, Philadelphia

NEW BOOKS RECEIVED

ARITHMETIC

Individual Number Drills. By James E. McDade, Principal of the Wentworth School, Chicago. Also Teacher's Manual. 1926. The Plymouth Press, Chicago, Ill.

Standard Service Arithmetic. Book Two. For Grades 5 and 6. By F. B. Knight, University of Iowa; J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa; and G. M. Ruch, University of Iowa. 1926. 547 pp. 96 cents. Scott, Foresman & Co., Chicago, Ill.

ART

Interpretive Costume Design, and "How They Dress" Costume Dolls. By Rose Netzorg Kerr, formerly Directer of Art Education at Western State Normal School, Kalamazoo, Michigan. A series in loose-leaf folio form designed to meet the needs for authentic, well designed costume research. American Costume, 1620 to 1860; The Orient; Egypt, Greece, and Rome; The Age of Chivalry. 1925. Fairbairn Art Co., New York, N. Y.

CITIZENSHIP

Our Constitution in My Town and My Life. New Outlook Series No. 2. With 115 questions and answers. By Etta V. Leighton, Civic Secretary, National Security League. 1924. Single copy 15c, ten or more 10c each. Institute for Public Service, New York, N. Y.

COMMERCIAL

Junior Training for Modern Business. By John G. Kirk, Ph.B., M. C. S., Director, Commercial Education, Philadelphia, and Mary A. Waesche, B. S., A. M., Head, Commercial Department, Kensington High School, Philadelphia. 1925. 376 pp. John C. Winston Company, Philadelphia., Pa.

ENGLISH

The Mastery of English. Books One and Two. By Emma Bates Harvey, Master's Assistant, English, U. S. Grant School, Boston, and Robert F. Allen, Master, Head of English Department, East Boston High School, Boston, Mass. 1925. Book One, 449 pp.; Book Two, 436 pp. The John C. Winston Company, Philadelphia.

LANGUAGES

Selections from Catullus. Edited by Nicholas Moseley, Instructor in Latin, Yale University. 1926. 79 pp. Charles Scribner's Sons, New York, N. Y.

Questionnaire de Lectures Francaises. By Martha J. Boyd, Julia Richman High School, New York City. 28 blanks, paper, 32 cents. Scott, Foresman & Company, Chicago, Ill.

LITERATURE

The Boy Who Discovered Easter. A Play in Three Scenes. By Elizabeth McFadden. Adapted from the story entitled "The Boy Who Discovered Spring" by Raymond MacDonald Alden. 1926. 57 pp. 35 cents. Samuel French, Publisher, 25 West 45th St., New York, N. Y.

A Book of Modern Essays. By Bruce Walker McCullough and Edwin Berry Burgum, Department of English, Washington Square College, New York University. 1926. Charles Scribner's Sons, New York, N. Y.

NATURE STUDY

Our Trees and How They Serve Us. By Rufus S. Maddox, State Forester, State of Tennessee, and Almon E. Parkins, Professor of Geography, George Peabody College for Teachers. 1925. 180 pp. Charles Scribner's Sons, New York, N. Y.

READING

The Beacon Gate to Reading. By M. E. Sullivan and Philena Morris Cox. 1926. 138 pp. 60 cents. Ginn & Company, Boston, Mass.

The Word Builder, with a basal vocabulary for elementary grades. By Nina Joy Beglinger, Teacher Training and Supervision Department of Work with Foreign Born and Special Children's Classes, Detroit Public Schools, and Belle A. MacKinnon, Special Teacher, Detroit Public Schools. 1926. 152 pp. Charles Scribner's Sons, New York, N. Y.

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SCHOOL LAW

(*Continued from Page 484*)

'So long as the board of education stayed within the tax limit and within the law as it did, it was answerable to no one except the electors of the district.'"

GENERAL STATEMENT

This case and the one found in the 230th Michigan, page 495, likely settles the question of the right of the council or the Board of Estimates to reduce the school budget. so long as it keeps within the tax limits fixed by the statute under which it is operating.

MAGAZINE ARTICLES

(*Continued from Page 491*)

a penetrating student of politics, questions whether the basic doctrines of democracy should not be revised.

A New God for America—Herbert Parrish in AMERICAN MERCURY

The author maintains that what this country needs is a new conception of God. In his article he cleverly traces the various conceptions of God through the ages, and then combines all the qualities which the moderns worship to form the new "made to order God."

RELIGIOUS EDUCATION

(*Continued from Page 472*)

lishing friendly relations between the public schools and the churches, but are making a real contribution to the educational life of our boys and girls.

CURRENT LITERATURE

(*Continued from Page 490*)

they have children they are much like children themselves. They believe the chief thing for them to do is to play the part of a good woman. They try not to lose the gentleness and mildness of woman, try to develop the natural feelings of a woman in daily life, pass their daily life with the heart of a woman, and whenever they become conscious upon the stage of having an important role as a woman they fear their actions will become unwomanlike. This is a vividly beautiful phase of the life of the Japanese theater which since the boy actors of Shakespeare's time has been a lost art in the Occident.

Zoe Kincaid's book could have been better written; it is almost without style. But its material is fascinating almost to an extreme. It is finely illustrated. We hope this study of hers and that of others which may follow may affect stage production in America. Possibly the best avenue of approach to that is through the effect it might have upon dramatic work in the schools. We have scarcely begun above to mention the values of this book and of what it reflects.

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MICHIGAN STATE FEDERATION OF TEACHERS' CLUBS

Miss Alice E. Robison, Chairman Publicity Committee, Thirkell School. Detroit.

THE GRAND RAPIDS TEACHERS' CLUB

The Grand Rapids Teachers' Club, now in its twentieth year, has a membership of nearly one thousand. Obviously, with such numbers, the Club cannot attempt to plan for social meetings that shall promote acquaintance among its members. In Grand Rapids, many smaller organized groups bring together the teachers that are doing similar work, and provide social and professional intercourse that is interesting and stimulating. For example, there are the Grade Teachers' Auxiliary, the Kindergarten and First Grade Teachers' Club, the Principals' Exchange Club, the Supervisors' Round Table, and the Men Teachers' Club. These in no way encroach upon the work of the main Teachers' Club, which becomes a unifying agency, attending to the larger interests of the entire teaching body. In such a union there is strength. The Club commands the respect of the community as a whole; it has an influence with the Board of Education; it promotes professional pride among the teachers themselves.

At the meetings, held once a month, there is always a worth-while speaker, usually a paid lecturer, on some subject concerning education. But little business has to come before these meetings, as most of that is attended to by the Board of Directors, the Teachers' Council, and the Central Committee.

The Teachers' Council is an auxiliary of the Club. It consists of twenty-four elected members, representing various groups in the school organization. It may consider any educational problem, and then present its findings to the Board of Directors for action. It was this Council that started, some years ago, the publication of the "School Bulletin." This is now issued monthly during the school year by the Club and the Board of Education—a magazine of sixteen to twenty pages, devoted to school news, contributed articles, biographical sketches, book reviews, and, in fact, any items of interest to teachers or others who care to be informed about the school system of our city.

At present the Council is investigating the subject of group insurance for teachers, and its report, when ready, may be interesting enough to attract the attention of other teachers' organizations throughout the state.

One of the busy committees of the Club is the Hospital Committee, which has charge of the dispersing of three funds as teacher benefits. The Coe-Avery Fund is available to help pay expenses of a teacher at one of our large hospitals. To supplement this fund for teachers who go to other hospitals or are ill at home, there is the Cora M. Riggs Fund. Aid from either of these funds is a gift, not a loan. The Julia V. Doran Fund is one from which teachers may borrow for sickness, for travel, or for study. One has only to note, in the report of the Hospital Committee each year, the number of teachers who have been benefited by these funds, to realize how truly helpful they are.

Of state-wide interest is the fact that the Kindergarten and First Grade Teachers' Club is planning to bring to Grand Rapids in 1927 the convention of the "I.K.U."—International Kindergarten Union. In this they are, of course, backed by the Teachers' Club; and kindergarteners throughout the state will be glad to have an educational body of such importance brought to Michigan for its convention.

The Grand Rapids Teachers' Club might point with pride to its accomplishments along the line of salary increases for teachers, to its activities in regard to legislation about teachers' pensions, to its part in forming the State Federation of Teachers' Clubs, to its consistent support of worth-while civic projects. It has had, throughout its twenty years, "one increasing purpose"—that of cooperating with and promoting whatever may truly be called *education*. It hopes that its purposes may be widened with the advancing years.—*Nellie M. Hayes*

"Who is the very slangy chap you were just talking to?" "He's a teacher of English enjoying a day off."

—*Boston Transcript.*

EDUCATIONAL MERRIMENTS

Teacher—"So you admit that you wrote on the black board that I'm a fool. Well, at least, I am glad that you are truthful."—*Amer. Boy.*

A few days after a farmer had placed his two children in a school a book agent called on him and said, "Now that your children go to school you ought to buy them an encyclopedia."

"Buy them an encyclopedia? Hanged if I do," was the reply. "Let them walk, like I did."—*American Boy.*

Teacher: "Use the right verb in this sentence: 'The toast was drank in silence.'"

Pupil: "The toast was ate in silence."—*American Boy.*

Teacher to seven-year-old: "So you have broken off a tooth, have you? How did you do it?"

Seven-year-old: "Oh, shifting gears on a lollipop."—*American Boy.*

An old woman had taken her son to school and explained to the principal that she wanted him to take Latin.

"But," said the principal, "Latin is a dead language."

"That's all right," replied the mother, "He is going to be an undertaker."—*Pontiac "Epistolae Scholae."*

"Yes, I get $80 a week," said the saleslady in a millinery establishment.

"How do you manage to command so large a salary?" asked the country school teacher.

"I know hats."

"Dear me! For $50 a month I have to know everything."—*Ex.*

A patient teacher was trying to show the small boy how to read with expression.

"Where-are-you-going?" read Johnny, laboriously, with no accent whatever.

"Try that again," said the teacher. "Read as if you were talking. Notice that mark at the end."

Johnny studied the interrogation mark a moment, and an idea seemed to dawn upon him. Then he read triumphantly:

"Where are you going, little button hook?"—*Kentucky School Journal.*

How busy is not so important as why busy. The bee is congratulated; the mosquito swatted. —*Miami News Record.*

Don't tell an Englishman a joke on Saturday—he's likely to laugh in church.—*Ex.*

Teacher: "How do you account for the phenomenon of dew?"

Bright Boy: "Well, you see, the earth revolves on its axis every twenty-four hours, and in consequence of the tremendous pace it perspires freely." —*The Arrow Head.*

Sophomore—"I'll admit you know more than I."

Freshman (rather proud)—"How so?"

Sophomore—"Why, you know me, and I know you."—*Highland Park Spectator.*

"Did your wife scold when you came home so late last night?"

"You don't know what it is to have a wife who was once a school teacher. She made me write one hundred times, "I must be home by ten o'clock." —*Northwestern Colt.*

If an S and I and an O and a U,
With an X at the end, spell "su,"
And an E and a Y and E spell I,
Pray what is a speller to do?
Then if an S and I and a G
And an H E D spell "side,"
There's nothing much for a speller to do
But go commit siouxeyesighed.
—*Marquette Normal.*

Teacher—Take this sentence: "The cow went into the pasture. What mood?"

Freshie—"The cow."—*Ex.*

Freshman: Are all teachers book-worms?

Senior: All but geometry teachers.

Freshman: What are they?

Senior: Angle worms.—*Ex.*

Teacher (trying to correct a boy who had said "I ain't gwine thar"): "You musn't say that. Listen: I am not going there; you are not going there; thou are not going there; we are not going, they are not going there. Do you get the idea?"

Boy: "Yessur. They ain't nobody gwine."—*The Lincolnite.*

Emmanuel Katzen: "Hello, Freshie, how's everything?"

Albert Bartlett: "Don't know, I'm not a senior; I don't know everything."—*Detroit Northeastern.*

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M. S. T. A. DIARY

Feb. 15. The Parent-Teacher Council, Jackson, co-operating with the Citizen Patriot, local daily paper, bring Dr. A. C. Dean, Columbia University, to address a gathering in the West Intermediate School Auditorium.

Feb. 16. Northern High School, Detroit, wins the city debating championship.

Feb. 17. Too much specialization, too little attention to fundamental principles, is the general criticism made by C. F. Kettering, of the General Motors Company, at a luncheon in Detroit of the Cornell Alumni.

Feb. 18. One thousand dollar's worth of new band instruments is received by the Arthur Hill High School, Saginaw, for the purpose of organizing a school band.

Miss Grace Harrah, former Spanish teacher at old Central High School, Detroit, dies following an operation.

Feb. 19. Under the direction of the Parent-Teacher Association, the Berrien Springs Public Schools hold open house. One member from each family in the district is expected to visit the school.

Feb. 20. United States navy supremacy rouses Great Britain. America now possesses largest fleet of vessels.

Feb. 22. America's largest Masonic Temple opens in Detroit.

Feb. 23. The Music Department of the Evart School presents "The Belle of Barcelona." Over 60 children take part.

Mar. 1. The Senior Class of the Berrien Springs High School presents "Turn Right," by Smith and Hazzard.

Mar. 2. Seniors of the Highland Park High School lack $6,000 toward their Washington trip. 319 students are anticipating a visit to our nation's capital in May.

Mar. 4. One hundred eighty-six schools have formally enrolled in the state-wide competition in oratory and declamation which is being conducted by the Michigan High School Oratorical Association. Entries must be made by April 2.

State Administrative Board releases $300,000 of the University of Michigan's appropriation for the purchase of land. It also releases $100,000 for building contracts at the Michigan State College, $15,000 for an addition to the School for the Deaf, and $25,000 for a storehouse at the Girls' Training School.

Mar. 5. Thirty-two high schools are yet in the state forensic race.

Nearly 250 editors of high school papers from schools throughout the state attend the fifth annual convention of the Michigan Interscholastic Press Association at Ann Arbor.

Highland Park's new $500,000 McGregor Library is formally dedicated.

Michigan loses to Wisconsin its fight for possession of the strip of land between the headwaters of the Montreal and the Menominee Rivers.

University of Detroit defeats the Michigan State College in a debate on: "Resolved, That the policy of centralizing power in the federal government is desirable."

Over 1,000 teachers meet in Pontiac at the annual teachers' institute.

Mar. 6. Michigan defeats Ohio State in a conference basketball game.

At the convention of the Michigan Interscholastic Press Association held at Ann Arbor, the following awards are made: Royal Oak "Oak" receives the cup donated by the Detroit Free Press. The Highland Park "Spectator" receives the Ann Arbor Press cup. The Mt. Clemens "Mirror" and the Flint "Prospectus" receive the Ann Arbor Times-News cups. Detroit Northeastern's "Review" is awarded the Michigan Daily cup and the Chimes cup is given to the Detroit Northwestern's "Odds and Ends." The Dearborn Independent cup is awarded to the Muskegon "Heights High Herald."

Mar. 7. With the last stanza of his famous poem, "Little Boy Blue," sounding his requiem, the body of Eugene Field, the children's poet, is enshrined for posterity in a specially constructed tomb in the Episcopal Church of the Holy Comforter, Kenilworth, Illinois.

Mar. 10. The first telephone conversation in history was made 50 years ago today.

Judge Franz Kuhn, President of the Michigan Bell Telephone Company, presents a replica of the first telephone to the University of Michigan.

Mar. 13. B. H. Vandenbelt, who has held the position of superintendent of schools at Bad Axe for the past seven years, is unanimously elected superintendent of the Marshall Public Schools at a salary of $3,500.

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Moderator-Topics

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The famous St. Olaf Choir will be heard in Flint on April 8.

Manchester Board of Education has enrolled 100% in the M. S. T. A.

Supt. O. M. Misenar, St. Clair, has resigned his position.

Constantine has voted a $90,000 bond issue for a new high school building.

The teachers of Dundee Schools are working on a Course of Study in Character Training.

Supt. F. M. Ayres, Dundee, has been re-elected for three years.

President Coolidge has designated April 18-24, inclusive, as American Forest Week.

Ann Arbor is developing a Social Studies Curriculum which it is hoped may be published within the next year.

John Thomas Scopes, the Dayton, Tennessee, evolution hero, is studying geology at the University of Chicago.

Supt. C. A. Hoffman, of White Pigeon, has resigned, and will enter business with his brother in Argos, Indiana.

New York University expects to begin construction on the new $3,000,000 School of Education in September, 1926.

Ann Arbor citizens have recently raised a fund of $1,800 with which to purchase uniforms for the high school band.

Courses in plumbing have been established in the public schools of Baltimore, Pittsburgh, Louisville, Cincinnati, and Indianapolis.

Homer Arnett has been appointed Head of the Science Department of the Morley Consolidated School.

Monroe High School has produced "The Pot Boiler," by Alice Guernstenberg, under the direction of Miss Lucille Conway.

Make the May Journal the best one yet. Send in news to the M. S. T. A. office, 1354 Broadway. There will be no June number.

The New York Gazette, New York's first newspaper was published just two hundred years ago.

Detroit added 162,587 persons to its population in 1925, according to figures appearing in the new city directory.

A course in ocean traffic management is one of the unusual features of the curriculum of the Massachusetts University Extension.

Northern High School, Detroit, will open its annex August 15. Total expenditures for the new building will reach $325,000.

Miss Esther L. Von Fleet, Grand Rapids, has taken the place of Dorothy Martin Barrett in the Morley Consolidated School.

Supt. John J. Lee, Evart, was tendered a two-year contract with increase in salary at the last meeting of the board of education.

Miss Jennie L. Green, for 33 years a teacher of the Lansing Avenue School, Jackson, has been transferred to the T. A. Wilson School.

John B. High, formerly Head of the Manual Arts Department, Ann Arbor, has been made Superintendent of Buildings and Grounds.

High school tuition fees at Monroe have been increased from $80 to $100, and grade tuition from $35 to $50.

Miss Audrey Rowland, Coral, has won the medal given by the Illinois Watch Company, of Springfield, Illinois, in the Lincoln Essay Contest.

Hemlock, Michigan, has entered the National Playground Beautification Contest conducted by the Playground and Recreation Association of America.

Athletes in the high schools of Los Angeles are not permitted to exercise more than two hours a day. No student is allowed to play on more than one major sport team a year.

Mr. Wendell Vreeland, who for the past five years has been Principal of the Jones School, Ann Arbor, has become Director of Research in the schools.

International Kindergarten Survey shows that "I" is the word most often used by children of five, "teacher" standing 8, "mother" 25, and "father" 80.

Creation of a junior college as a part of the public school system of Washington, D. C. is contemplated in a joint resolution recently introduced in Congress.

The Dundee Board of Education are securing plans and estimates for a new high school building and expect to submit the proposition to the voters some time in April.

Miss Elizabeth Davidson, a teacher in the Monroe High School, died December 3, 1925. Miss Davidson had taught in Monroe for forty years.

Melvindale will build two new grade buildings this year. Contracts have been let to the F. L. Patterson Construction Company for about $400,000.

Supt. N. J. Drouyor, of Melvindale, has recently signed a contract for another two years at a salary of $4,000 for the first year and $4,500 for the second year.

Morley High School Juniors presented the play "And Billy Disappeared" on February 4. The largest receipts ever taken in at a high school play there were received.

May 16 is International Good Will Day. For material suitable for programs to be used on this occasion write to Miss E. Estelle Downing, Michigan State Normal College, Ypsilanti.

Northwestern High School, Detroit, has won

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its third consecutive indoor track title. To annex the title Northwestern amassed 54 points, 30 more than Cass Tech. its nearest rival.

The Reo Motor Car Company, Lansing, and the Hudson Motor Car Company, Detroit, have given $4,000 each to the University of Michigan to be applied on a transportation library.

Mrs. Blanche Burns, who has been a first grade teacher in the Fremont Public Schools for several years, has been granted a year's leave of absence.

Miss Margaret Monroe, a junior in the Fremont High School, has won the Oratorical Contest from a field of 24 participants and been awarded the Gerber Memorial Prize.

Wesley Eisnach, a sophomore in the Fremont High School, has won the Declamation Contest from a field of 34 participants and been awarded the Board of Education Prize.

The legislature, during its recent special session, appropriated $750,000 to replace the building at Central Normal School which was destroyed by fire last December.

Three hundred seventy-six towns in Michigan have not sent in an answer to the Michigan Book Questionnaire. If your town is left out it will be your fault; not ours.

Teachers of the Part-Time School in Jackson are given two half days per week in which to visit the homes and places of employment of the students.

Adjie Jameson, a member of the Saginaw County Normal, has written a musical comedy entitled "Pink Handkerchief." This will be staged sometime in May.

Miss Beata Wagner has been appointed to teach public speaking and debating in the Monroe High School. She will succeed Max W. McKone who is now teaching in the Detroit High School of Commerce.

Miss Lucille Warn, Head of the English Department of the Berrien Springs High School, with the supporting staff of high school students, has been editing a half page in their local newspaper.

Samuel M. Levin, of the College of the City of Detroit, is the author of a scholarly paper published by the Michigan Academy of Science, Arts and Letters on "The Second Industrial Conference and Adjustment of Disputes."

The Glee Club of the Royal Oak High School, under the direction of Mrs. Eva Proctor Storer, presented the operetta "Pepita" at the Baldwin Theatre, February 4. The gross receipts were over $1,250.

Miss Dorothea Froelick, Principal of the Whittier School, and Miss Grace Weter, Principal of the U. S. Grant School, Royal Oak, have been granted leave of absence. Both are attending Columbia University.

Dundee Board of Education have granted a visiting day to their teachers with full pay. The day must be taken before April 15 and none will be granted preceding nor following a holiday.

A Trade School, to cost $242,300, has been voted by the Detroit Board of Education. Student plasterers, bricklayers, steamfitters, and plumbers will do enough of the work to save the Board $23,000.

St. John's High School Agricultural Association has sold plants from their growing room and bought a radio with the proceeds. They receive the market reports each noon for their class instruction.

Supt. W. D. White, Hartland, is chairman of the building committee for a new library, provided for by a bequest of $25,000 made by John B. Crouse, a Cleveland millionaire. Hartland is Mr. Crouse's home town.

Miss Clara Youngs, a recent assistant in the Department of Home Economics of Teachers College, Columbia University, has become Head of the Home Economics Department of the Ann Arbor Public Schools.

Michigan State College, East Lansing, has been given a German cannon by the War Department. It is reported that this gun was used in defense of the Meuse-Argonne sector and was captured in that area by the United States troops.

Half of the prizes in the World Essay Contest of 1925, conducted by the American School Citizenship League, have been awarded to students in foreign countries, two of them going to England and one to Czechoslovakia. The remaining three prizes were given to Americans.

The Sons and Daughters Club, composed only of students and faculty members whose fathers or mothers are alumni of the State Normal College at Ypsilanti, was organized February 10. Over fifty are eligible to membership.

A. R. Shigley, of Allegan, has resigned the superintendency and will accept a position with the Warren Holmes-Powers firm of architects in Lansing. He will devote his entire time to the study and promotion of school building needs.

Miss Jessie Bonstelle has offered six scholarships in her summer dramatic courses to students in the Detroit high schools who prove best qualified for the training. They will be selected in competitive tests.

The annual High School Band Contest, under the auspices of the Michigan State College, will be held Saturday, May 22. For further details address Band Contest Department, Michigan State College, East Lansing, Mich.

Easy Books for New Americans is the title of a new list of books for immigrants, with a reading list for Americanization workers, just published by the American Library Association, 86 E. Randolph St., Chicago.

Grand Marais schools were closed for a week recently and all instructors sent on a tour of inspection of other schools. The teachers' time and a part of their traveling expenses were paid by the board of education.

Henry J. Ponitz, Principal of the Sault Ste. Marie High School for the past three years, has accepted the position of Principal of the Royal Oak High School under a two-year contract at a salary of $4,000.

Supt. H. B. Belknap of Grand Marais reports that there will be no changes in the teaching staff for next year. All teachers not receiving maximum salaries have been given advances in the new contracts recently drawn up.

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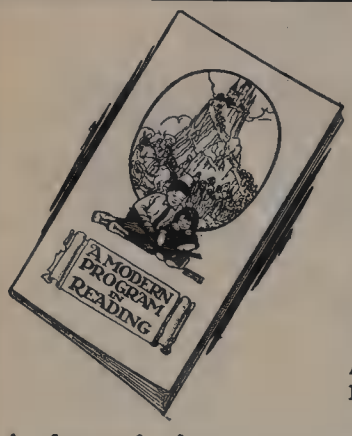

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tional students will be held during Junior Farmer's Week at the Michigan State College, East Lansing, May 14, 15, and 16. Rules and regulations will be the same as last year.

Over 600 Michigan educators attended the meeting of the Department of Superintendence at Washington, D. C. in February. Of these about 320 were accommodated in rooms at the Raleigh Hotel, and 80 at the Willard Hotel.

Unsatisfactory school work and back work necessitated by absence are being effectively taken care of in Buchanan by what is called the opportunity hour, from 3:15 to 4:15. Each teacher has charge of her own group.

Middleville School will have a benefit picture show on April 8, the proceeds to be given toward the purchase of a visual instruction machine, and the publication of a bulletin by the recently organized P. T. A.

Miss Nina B. Mills, Oak Street School, Flint, has written a play, "Holiday Safety." This play appears in full in the January, 1926, number of Safety Education, which is published by the Education Division of the National Safety Council.

Michigan ranks fourth in the number of its teachers who are members of the National Education Association. California leads the states with 15,006 members; Pennsylvania is second with 14,033, Ohio third with 12,790, and Michigan fourth with 9,890.

Miss Virginia Ford, 14-year-old student in the West Intermediate School, Jackson, has just completed her three years there with every mark for the six semesters a perfect one. She is the second in the history of the school to attain this honor.

Brimley High School curriculum has been enriched this year by the introduction of an elementary Manual Arts Course and a complete Commercial Department. A fine Girls' Sewing Club and Boys' Handicraft Club have been organized in the grade schools.

Miss Grace P. Hunt, who for the past twenty years has been at the head of the English Department in the St. Johns High School has been granted a leave of absence for the second semester and is spending the winter in California.

Miss Ruth Bristol, formerly connected with the Detroit Teachers' College and a specialist in primary education, has been appointed Principal of the Jones School, Ann Arbor, and assistant in supervision of the early elementary grades.

The St. Johns High School is offering a course in Auto-Mechanics for the second semester to students in the Manual Arts Department. Twenty boys have enrolled for the course, which is conducted by Paul Shattuck, Instructor in Manual Arts.

The State Board of Education, by recent action, has changed the requirements for a Life Certificate in Manual Arts. Beginning in September, 1926, all candidates for this certificate will be required to complete an approved three-year course.

The Supreme Court of Michigan has ruled that boards of education are not responsible to city councils for the amount of their yearly

budgets so long as they remain within the municipal tax limits and the general laws governing their conduct.

The Cleveland Museum of Natural History has published an attractive series of natural history pamphlets at 15c each. The illustrations are opposite the text. The pamphlets cover astronomy, geology, botany, zoology and anthropology.

Mrs. Erma Brazinton, Traverse City, died Oct. 23, 1925. She was a graduate of the Traverse City High School and of the Michigan State Normal College. Mrs. Brazinton had taught in the elementary grades of Cadillac for one year and for the past five years in the Traverse City schools.

The 1923 Legislature passed a law (Act No. 313) which provides for state aid to school boards that wish to maintain special classes for crippled children. There must be five or more crippled children "who cannot profitably * * * be educated with the other classes" and teachers must be specially qualified for the work.

Evart School, with the assistance of the local health officer, has worked out a health program, despite the fact that Osceola County has not a county nurse. Each child in the school has received a complete health examination, including nose, throat, sight, hearing, weight, height, and nutrition.

K. G. Smith, State Supervisor of Industrial Education, has commended the use of the motion picture projector for classroom work in the Part-Time School, Jackson. Tests have shown that the children learn more in one hour through motion pictures than in two or three weeks through a textbook.

Miss Elizabeth Servis, Principal of the Traverse City County Normal, was given a leave of absence beginning February 8 for the remainder of the year to recuperate her health. Miss Pearl Bigge, who for four years was principal of the county normal at Evart, will act as principal during Miss Servis' absence.

John McLaury, high school teacher at Eaton Rapids, died February 24, the sixth person to die of typhoid fever following a church dinner in that town last November. Mr. McLaury taught English and history, had charge of the Boys' Glee Club work, and coached basketball and football.

The American Library Association has announced the addition of two more reading courses to its "Reading with a Purpose" series. They are the "Life of Christ" and "Religion in Everyday Life." The latter has been prepared by Wilfred T. Grenfell and the former by Rufus M. Jones.

The Department of Agriculture in Grand Marais schools has moved into new quarters separate from the science department and equipment installed to provide for extensive work along field lines. The department is to be known as the headquarters of all Grand Marais farmers who "think."

N. B. Killian has been elected to succeed Mr. A. R. Shigley as superintendent at Allegan. Mr. Killian has had school experience in Leadville, Colorado, and Medford, Oregon, as well as in Michigan. His last position was that of

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superintendent of schools at Fenton a few years ago.

Class attendance will not be compulsory during the second semester for senior students of superior scholarship in the Kansas State Agricultural College. This is an experiment at this institution, and if successful it is probable that the privilege of voluntary attendance will be extended.

Coral High School Senior Class presented for the second time on March 5 its class play, "Aaron Boggs, Freshman." Miss Mildred Carlson and Hubert C. Smith directed the play. The twenty-three piece high school orchestra directed by Professor Joseph Pavese, of Grand Rapids, played between acts.

Hancock leads in the Copper Country High School Basketball League. Lake Linden, last year's champions of the Upper Peninsula and runners-up in Class B for the state, occupy a position commonly called the "cellar." Calumet, Houghton, Dollar Bay, and Painesdale are members of the League.

The Twelfth Annual Field Meet of the Detroit Public Schools will be held on Belle Isle, June 4, 1926. This meet is the annual track and field meet of the elementary schools of Detroit and the Metropolitan area. The entry list this year will exceed 20,000 making the meet the largest track and field meet ever held.

The ancestral home of George Washington that stood for more than 300 years in England, has been brought to Norfolk, Va., where it will be reconstructed at the birthplace of our first president. The house was taken apart and packed for shipment, comprising 15 cases of stone, 14 wooden beams, and 350 tons of brick and stone work.

The Michigan Teachers' Retirement Fund Board granted annuities to the following persons on March 13: Jessie M. Hoyt, Grand Rapids; Hester L. McClue, Jackson; Elizabeth Oakwood, Grand Rapids; Peter N. Sawyer, Redford. In addition, Carrie M. Crippen, Ypsilanti, and Ernest Carr, Big Rapids, were granted annuities for disability.

In one of the high schools of the upper peninsula it is customary to call for volunteers instead of appointing committees. To illustrate, the principal announces that there is to be a basketball game that night and that six persons will be needed to sell tickets and take charge of the crowd. Volunteers? The first six that stand are "it."

According to a bulletin published by the Chicago Y. M. C. A., it was found that of 5,000,000 men with no schooling, only 31 attained distinction; of 33,000,000 with elementary education, 808 attained distinction; of 2,000,000 with high school education, 1,250 attained distinction; and of 1,000,000 who had a college education, 5,678 attained distinction.

Walter F. Gries, Principal Junior High School, Ishpeming, is the owner and director of a Boys' Lodge to be conducted from July 7 to August 5 at Eagle Harbor, Keweenaw County, Michigan. The camp is named "Kinikomiken" (rambling in the woods). For further information address Mr. Gries at the American Legion Club, Ishpeming, Michigan.

A personally conducted tour of Europe during the summer of 1926 is offered this year, instead of a cash prize, to the seven finalists in the 1926 national oratorical contests, according to recent announcement of the director. These student contests are financed by representative newspapers in the United States to promote better and more intelligent citizenship.

"As You Like It," the dramatic presentation of the January graduating class of Detroit Northwestern High School, was received with great enthusiasm. An added tribute to Miss Julia Gettemy, the director, and the cast, was given by Miss Jessie Bonstelle, who requested them to present the play before her company. At this performance the actors were dressed in modern costume.

Teachers of art in the elementary schools of Detroit have formed a social organization called the Detroit Art Alliance. The purpose of the organization is to encourage civic interest in art, to provide opportunity for creative work, and to promote fellowship and social intercourse among its members. The president of the Alliance for this year is Mrs. Mabel Lange Smith, Art Critic Teacher, Roosevelt School.

John Texeira, sixteen-year-old Hawaiian student in "the most western high school in the United States" is the winner of the H. S. Firestone Four Years' University Scholarship, one of the largest educational awards offered in this country. The scholarship is valued in excess of $4,000 and Texeira is the sixth high school student to win it. He is the son of a homesteader on the Island of Kauai.

Credits earned in approved evening high schools of New Jersey will be recognized hereafter in meeting requirements for entrance by professional schools and colleges in New York and Pennsylvania in accordance with reciprocal arrangements recently made by the State Board of Education of New Jersey with the State Departments of Instruction of New York and Pennsylvania.

The First American Health Congress will convene in Atlantic City May 17-22, according to an announcement of the National Health Council, 370 Seventh Ave., New York City. The field of public health will be completely covered in the general and special sessions by leading authorities of this country and others. Special railroad rates will be given from all parts of the country.

An ambition to enter college, which had to be delayed twenty-five years, has just been realized by Mrs. Francis Chapin Gold, of Holyoke, Mass., who is enrolled as a freshman at Mount Holyoke. Mrs. Gold is the mother of two sons, both students at the Massachusetts Institute of Technology. To prepare for college she entered high school with her youngest son and was graduated in the same class last June.

The four year struggle for a high school site in Grosse Pointe came to a successful conclusion in December when the Supreme Court upheld Judge Dingeman in his decision denying a permanent injunction to prevent the board of education acquiring a certain site for high school purposes. Twenty-two acres have been

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secured for the high school and plans are now being made for a building to cost approximately $1,000,000.

A new periodical, American Speech, is published by the Williams and Wilkins Company, of Baltimore, Md. The editors are Louise Pound of the University of Nebraska, Kemp Malone of Johns Hopkins University, and Arthur Kennedy of Stanford University. The first number of the periodical was issued last October. Those who are interested in vocabulary-building will welcome the article on "Speech Degeneracy" in the November number.

Michigan farmers will plant more than 300,000 seedling trees in their woodlots this spring, this number having been ordered from the forestry department at the Michigan State College. The majority of the trees ordered are pines, spruces, and walnuts. It is estimated that the number of seedlings to be distributed will be enough to reforest about 4,000 acres. The trees are furnished to farmers at cost from the College forest nursery.

Traverse City has an athletic field 350 x 550 feet which is inclosed with an eight-foot board fence. The lumber was given the school by the city, and the students and faculty members built the fence. The field is equipped with a field house 24 ft. x 32 ft., a press booth, ticket booth, and steel standard bleachers sufficient to seat 2,000 people. The gridiron is heavily sodded on sand which is the result of the application of plenty of water through a Skinner overhead irrigation system.

District champions in the Metropolitan Spelling Contest conducted under direction of the Detroit News will be determined on April 30, when the school champions of each township will compete. The various district champions from each of the townships and cities will meet for the final contest in Detroit on May 21, when the champion of Wayne, Macomb, and Oakland Counties will be selected to compete in the National Spelling Contest in Washington in June.

The University School of Music will hold its annual May Festival in Ann Arbor May 19 to 22. Such names as Louise Homer, Florence Austral, Guiseppe Martinelli, and Mischa Levitsky grace the program. Besides the star artists, three choral works, "Elijah," by Mendelssohn. Wagner's "Lohengrin, and "The Lament for Beowulf" will be given by the University Choral Union. The Chicago Symphony Orchestra will participate in both the choral and miscellaneous programs.

Algonac Public School is making most effective use of a regular department in the Algonac Courier, a weekly newspaper, for the purpose of overcoming apathy and disinterest on the part of the public in the school and its activities. The department is in charge of the Tenth Grade English Class. New editors are chosen every two months. The department has run a series of articles "From the Superintendent's Office" which have aroused a desirable interest in the teacher's task.

The Southwestern Michigan Science and Mathematics Association will hold its annual meeting at Western State Normal School April

23 and 24. Dr. Visher of the University of Indiana will address the organization Friday evening on "Impressions of Hawaii, Fiji, and Australia, Illustrated." Geography, Mathematics, Physics, Biology, and Psychology Conferences will be held Friday afternoon, followed by a banquet at 6:30. Saturday morning there will be another general session closing with the annual business meeting.

Lansing West Junior High School Parent-Teacher Association, through a committee representing teachers and parents, has drafted a "Code" for parents. This has been printed and goes into the home of every child attending the school. The general outline of the Code is indicated by the following headings of sections: For the Development of Health; Use of the Evening Hours; Time for Study; Punctuality and Dependability; Associates and Social Habits; Know What They are Reading; Allowances or Spending Money; Know the Teachers.

The will of the late Mrs. Caroline P. Campbell leaves the greater part of her estate, which is valued between $50,000 and $60,000, for the foundation of two new scholarships at the University of Michigan. These scholarships will be for original research in the history of the Northwest Territory, and will be known as the "Isaac E. Craig, Founder of the Michigan Public School System, Scholarship" and the "John D. Pierce, Organizer and First Superintendent of the Michigan Public School System, Scholarship."

The capital of Australia is to be moved within the next few months from Melbourne to the new town of Canberra. Temporary wooden buildings have been erected to house the parliament and most of the government officials. If plans are carried out, several years hence, Canberra will be an ideal city. Streets have been laid out scientifically and plants and trees have been chosen with great care. When the construction of permanent buildings begins, each building will be placed on the best site for convenience and beauty. The city will have a population of about 7,000 at once.

On April 16 the Rural Club of Detroit Teachers College will hold its annual Carnival at the College, 2112 West Grand Blvd. There will be side shows, fortune telling, eating booths, and a dance with a big extra attraction in Northwestern auditorium. The Rural Club seeks to promote the welfare of the rural school and teacher, and to organize the rural community from an educational point of view, and it is with such an end in view that the Rural Club hopes to interest the teachers of the city and county as well as the people of the community in attending the Carnival.

Professor J. B. Edmonson of the University School of Education was elected Chairman of the National Committee on Research in Secondary Education at the N. E. A. meeting in Washington, D. C. This Committee acts as a guiding agency for the research activities of the Federal Bureau of Education and fifteen national and regional educational organizations. As chairman of the Committee, Professor Edmonson will be expected to go to Washington three or four times a year for meetings with

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the executive committee and representatives of the Federal Bureau of Education.

The following outside lecturers will appear in the 1926 Summer Session of the School of Education at the University of Michigan: Wendell S. Brooks, Assistant Dean of the College of Liberal Arts, Northwestern University; L. A. Butler, Superintendent of Schools, Grand Rapids; Prof. Theo. W. H. Irion, Michigan State Normal College, Ypsilanti; Frank A. Jensen, Superintendent of Schools, Rockford, Ill.; Paul T. Rankin, Assistant Director of Research, Detroit; Perna Stine, State Normal School, Minot, N. D.; and Milo H. Stuart, Principal of Arsenal Technical High School, Indianapolis, Ind.

Under a scholarship plan that became effective this year, The Michigan College of Mines, Houghton, offers a scholarship each year to one deserving student of every high school graduating class in the state. If you are a member of a graduating class or have but recently graduated from a Michigan high school, not necessarily on the accredited list; can satisfy the Michigan College of Mines entrance requirements, and can obtain a letter from one of your high school officials to the effect that you are a deserving student, you are eligible for one of these scholarships. Details concerning the scholarship may be secured from the College.

The National Illiteracy Crusade was organized in Washington, D. C., February 22, during the meeting of the Department of Superintendence, its purpose being "To Wipe Out Illiteracy by 1930." This organization has its headquarters for the present at the American Red Cross in Washington, D. C., and will devote itself strictly to aiding the 5,000,000 men and women who can not read or write. It will aid and back up states and organizations that are already attacking illiteracy, and where the crusade has not penetrated it will help to initiate it, seeing that no community is left out and no illiterate is missed.

The voters of East Grand Rapids, by a 2 to 1 vote, approved a $450,000 bond issue on March 8 to pay for the first two units of an extended building program. It is proposed to build a new 24-room grade building as one unit, and a unit containing auditorium and gymnasium. In the latter unit will also be located a fine swimming pool and the rooms auxiliary to auditorium and gymnasium. The two proposed units will be joined together and to the present Wealthy Street building by connecting corridors. Future plans include a science and shop unit and a high school building. Benjamin & Benjamin, of Grand Rapids, are the architects, and J. N. Churchill, of Lansing, is consulting architect.

"Research must be present in relation to a general curriculum but it cannot be the sole criterion of judgment for educational work," said President C. C. Little in an address given before students of the School of Education on January 20. "Research is similar to electricity," Dr. Little said, "a small amount vitalizes but too great a dose paralyzes and murders. For an example, too much of Dickens cannot be assimilated by the immature mind of the high school student, but a little is good." He em-

phasized the fact that caution is needed to get just the proper amount of research in teaching. It is necessary to have enough to provide a standard for the course but "many schools are suffering from too much research in scholastic work."

"The Ship of Silver and Other Verses" is an anthology elected from contributions to the young verse writers' corner of the Detroit Free Press, edited with an introduction to the art of versification by Sylvester Dorian. Some of these poems, as one would expect, are rather hifalutin, but there is a surprisingly large number of them that are genuinely good. Among the best are "Elec-tricks," by Thomas Brophy, aged 17, of Windsor, Ontario; "Wild Ducks," by Dorothy Brown, aged 11, of Lansing, Michigan; "Blind," by May Cherniak, aged 17, of Windsor, Ontario; "A Sonnet to Spring," by Sonia Clare, aged 17, Port Huron, Michigan; "Grandmother's Climax," by Doris Cox, aged 12, Birmingham, Michigan; "A Boy's Ode to His Dead Dog," by Lillian Kent, aged 16, Homer, Michigan; "The Effect of the Cross-Word Puzzle," by Mary Richards, aged 11, Pinconning, Michigan; and "Triolet," by Mary L. Weidemeyer, aged 18, Ann Arbor, Michigan.

For the purpose of supplying the superintendent of schools, Mr. D. A. Van Buskirk, in attendance from Feb. 18-27 at the annual meeting of the Department of Superintendence at Washington, D. C., with information and news of school interest, the class in journalistic writing of the Hastings High School, under the supervision of Herold C. Hunt, edited twice daily a news bulletin. This was called The Fortnight News Bulletin, as the class also edits a bi-weekly newspaper, The Fortnight. In addition to matters of school import, the bulletins contained accounts of local weather conditions together with the temperature, office reports, principal's reports, accounts of school meetings, clubs, societies, basketball games, and other activities. The bulletin was organized in typical newspaper style and typewritten, the heads in red and the news stories in black. As an index to the ingenuity of the class reporters such assignments as the Rotary Club luncheons, Presbyterian Church services, the city news, besides all purely school matters, were covered and written up. The bulletins were timed to leave on mail trains for Detroit and thence dispatched to Washington either by special delivery or mail route. All arrived not later than 30 hours after time of publication. It is doubtful if any superintendent was kept more closely informed as to school matters than was Mr. Van Buskirk and the journalism class of Hastings consider themselves pioneers in this field of service.

The problem of financing extra curricular activities in a small high school is one of great concern. It is often impossible to finance an orchestra, a debating team, athletic teams, and other activities because of lack of patronage. At Vicksburg, Michigan, all extra-curricular activities have been controlled for the past two years by an organization known as the Welfare Organization. Receipts from all sources are put into one fund. The money is then expended as the members of the Welfare Association see fit. This plan has been very successful. A study of the records of the Association shows that at present it is financially responsible for all five branches of athletics, debating, the school paper, the school orchestra, the school band, two glee clubs, and all school parties. It also shows that the Association is not in debt but is spending its money so as to get the greatest good from it. An analysis of last year's statement is given below:

	Receipts	Expenditures
General Account	$167.54	$116.59
Football	718.87	501.04
Baseball	55.83	123.77
Boys' Basket Ball	287.82	291.14
Girls' Basket Ball	151.18	128.54
Track	15.00	41.65
Debating	26.42	56.27
School Paper		4.50
Parties	56.75	114.87
All Music	185.50	190.87
Totals	$1,664.91	$1,569.24

The Welfare Association is composed of all members of the junior and senior high schools and all of the teachers. For the transaction of business a board of directors is elected. The training given to the members of the board of directors is among the advantages of this system.

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1884—No volume given—all copies missing.
Vols. 1 to 5—All copies missing except Vol. 5, No. 39.
Vol. 6—Nos. 1 to 19 missing.
Vol. 7—Nos. 1 to 5, and 7 to 19, inclusive, missing.
Vol. 8—Nos. 1 to 6, and 8, missing.
Vol. 9—All except No. 1 missing.
Vol. 10—All numbers missing.
Vol. 11—Nos. 1, 2, and 6 missing.
Vol. 12—All except No. 20 missing.
Vol. 14—All except Nos. 5 and 20 missing.
Vol. 15—Nos. 8 and 9 missing.
Vol. 16—Nos. 1, 2, 3, 4, 5, and 6 missing.
Vol. 17—Nos. 5, 6, 7, and 8 missing.
Vol. 18—Nos. 11, 13, 14, 15, 16, 17, 18, 19 and 20 missing.
Vol. 20—Nos. 1, 2, 3, 4, and 5 missing.
Vol. 22—No. 19 missing.
Vol. 23—Nos. 13 and 25 missing.
Vol. 24—Nos. 1, 10 to 31, inclusive, missing.
Vol. 27—Nos. 1 to 10, inclusive, 13, and 19 missing.
Vol. 28—All except No. 26 missing.
Vol. 30—No. 37 missing.
Vol. 31—No. 34 missing.
Vol. 32—Nos. 14 to 35, inclusive, 38, and 39 missing.
Vol. 33—All except No. 2 missing.
Vol. 35—No. 3 missing.
Vol. 36—No. 27 missing.
Vol. 37—No. 5 missing.
Vol. 38—Nos. 21 and 32 missing.
Vol. 39—Nos. 2, 9, 30, 31, 32, 35, 37, 38, 39, and 40 missing.
Vol. 40—Nos. 1, 3, 4, 5, 7, 8 to 33, inclusive, 35 to 40 inclusive, missing.
Vol. 41—Nos. 14 to 40, inclusive, missing.
Vol. 42—Nos. 1, 3, 4, 5, 6, 7, 8, 10 to 19, inclusive, and 22 to 40, inclusive, missing.
Vol. 43—Nos. 1 to 10, inclusive, 12 to 19, inclusive, 25 to 40, inclusive, missing.
Vol. 44—Nos. 1, 2, and 16 missing.

BOOK REVIEW

TEACHING AS A PROFESSION—ITS ETHICAL STANDARDS. By Matthew J. Walsh. Henry Holt and Company, New York. 1926.

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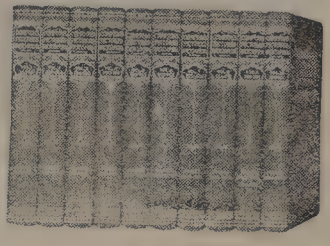

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teachers because of the fact that the author, Mr. Walsh, was formerly Superintendent of Schools at Sault Ste. Marie. He is now a member of the faculty of the State Normal School of Indiana, Pennsylvania. The book is designed to give prospective teachers a knowledge of the ideals and standards that should govern professional service. It is unanimously agreed that a knowledge of these ethical standards should be a part of the professional equipment of every teacher. This book is offered as a means of acquainting teachers with this important part of their professional information. A stimulating series of problems and a well selected bibliography have been placed at the close of each chapter.—*J.B.E.*

MICHIGAN DINNER

(*Continued from Page 464*)

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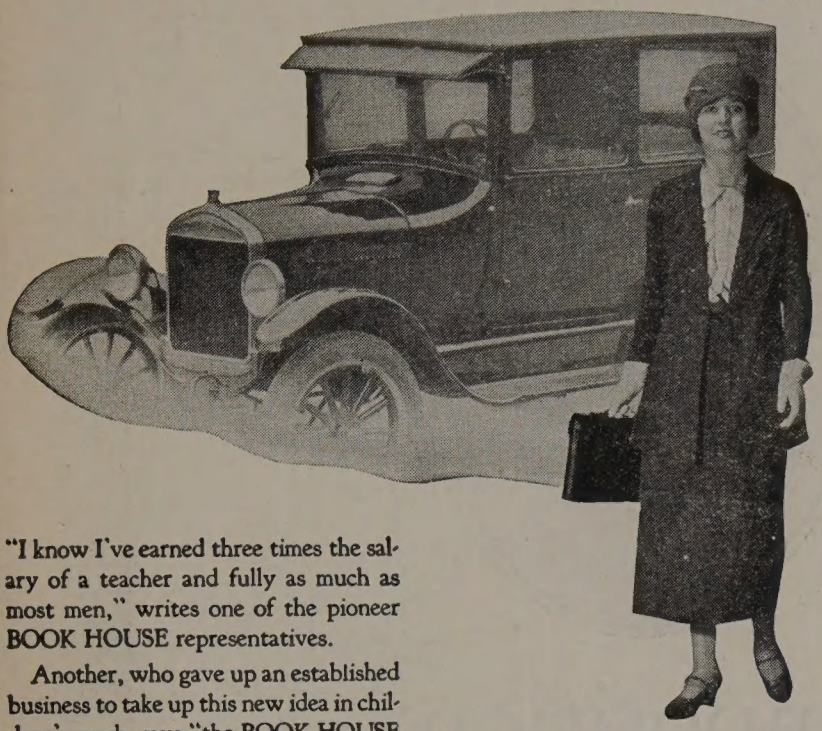

"I know I've earned three times the salary of a teacher and fully as much as most men," writes one of the pioneer BOOK HOUSE representatives.

Another, who gave up an established business to take up this new idea in children's work, says "the BOOK HOUSE offers limitless opportunities and without previous experience or training. My earnings the second year were $3000 for ten months. Next year I am aiming at $5000 and I know I can make it if I work."

A former teacher writes, "Like most girls, when it was time to decide upon some profession I chose teaching because it seemed to be the only course open for me. After six years of moderately successful teaching at a salary I couldn't stretch over three months of vacation, no matter how I schemed, I decided to try something else. Since taking up work with My BOOKHOUSE, I have realized and profited by its never failing opportunities for work, travel and self development and, for once in my life, I am the possessor of a growing bank account and feel as though I can indulge in some of the luxuries for which I have always longed."

Says another, "There is nothing I know of that pays so well. During the past year I saved more than I ever made before in the same length of time. Any woman with ordinary ability—and that's all I have—can make from $3000 to $4000 a year and work no harder than in an office or school room at $1800."

My BOOKHOUSE needs more representatives of the calibre of these women. It may be your great opportunity to increase your earnings and, at the same time, to enter a field of service to children fully as important as teaching school.

Free Booklet

Write for this booklet, "What Can a Woman Do?" Do not let previous notions about your "ability to sell" deter you. This booklet consists of the experiences of BOOK HOUSE representatives written by themselves. Many were once teachers, like yourself. Many never dreamed they could "sell". They found the work *different* from anything they had imagined because My BOOKHOUSE is different. It is not "just another set of books" but an *idea*—a basic idea that answers, as it has never been answered before, the great problem of parents, "What shall the children read?"

Fill out and mail the coupon while you think of it.

The BOOK HOUSE *for* CHILDREN
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Please send me the free booklet, "What Can a Woman Do?"
My Name.....
Full Address.....
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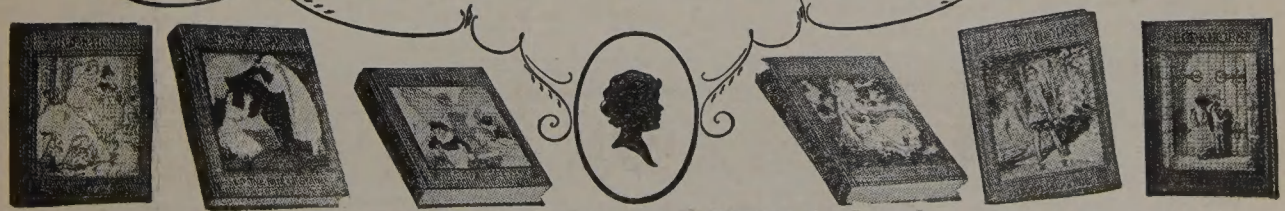
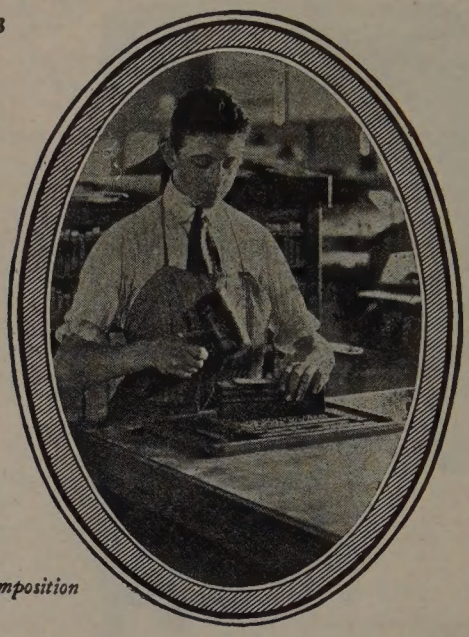
The BOOK HOUSE *for* CHILDREN
360U North Michigan Avenue, CHICAGO

My BOOKHOUSE

"The child who reads is the child who leads"



Printing Processes—No. 3



Imposition

Imposition

Teaches Caution and Accuracy

THE technical process in printing known as imposition is a valuable method of teaching mechanical accuracy. Imposition is the arranging of page or job type forms in their proper relation and locking them up in chases to be printed on the press.

The correlative study is mathematics, and woe be to the pupil who does not apply mathematics to his work in imposition of type forms. The unit of measurement in the printing craft is the point, and the point is .0138 + (approximately 1/72) of an inch. The omission of one point or the insertion of an extra point may prevent the satisfactory locking up of a type form.

Orderly arrangement and careful margining are also vital requirements in imposition. Problems in arithmetic based on type measurements are easily arranged.

Should you be considering the installation of a school print shop, the entire service resources of this company, including experienced educators, efficiency engineers and selling organization, are at your disposal. Write to-day.

F. K. PHILLIPS, *Manager*, EDUCATION DEPARTMENT

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